

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Special Session Meeting
Wednesday, October 29, 2008
6:00 p.m.

Hooker Oak K-8 School
1238 Arbutus Avenue, Chico, CA 95926

AGENDA

1. CALL TO ORDER

Opportunity for Public Comment on Agenda Items

The Governing Board welcomes and encourages public comments. Members of the public may comment on items included on this agenda: however, we ask that you limit your comments to five (5) minutes so that as many as possible may be heard (Education Code §35145.5, Government Code §54954.3)

2. CONSENT CALENDAR

A. EDUCATIONAL SERVICES

1. Consider approval of the Fund Raising Request for Chico Junior High School Yearbook Sales

B. BUSINESS SERVICES

1. Consider approval of the Accounts Payable Warrants for July, August, September and October

3. DISCUSSION/ACTION CALENDAR

A. EDUCATIONAL SERVICES

1. **Discussion/Action:** Consider approval of the Perkins Five-Year Plan – Liz Metzger

B. GENERAL

1. **Information:** BP 5030, Student Wellness
2. **Discussion/Action:** 2nd Reading and Approval of Revised/Updated/New Board Policies
***Changes from the October 15, 2008, Board Agenda/Packet*

BP 0100	Philosophy
**BP 0450	Comprehensive Safety Plan (There were no changes to this policy and it should not have been included in the October 15 packet)
BP 0510	School Accountability Report Card
**BP 1100	Communication with the Public (The policy was included in the October 15 board packet, but the title was not listed on the agenda page)
**BP 1170	Preparation of District Board Comment to Grand Jury Final Report (This is an Administrative Regulation and should not have appeared on the October 15 agenda)
BP 1230	School-Connected Organizations
BP 1240	Volunteer Assistance
BP 1321	Solicitation Of Funds From And By Students
BP 1325	Advertising And Promotion
**BP 1330	Use of School Facilities (The policy was included in the October 15 board packet, but the title was not listed on the agenda page)
BP 1700	Relations Between Private Industry and the Schools
BP 3513.1	Cellular Phone Reimbursement
BP 3513.3	Tobacco-Free Schools
BP 3515	Campus Security
BP 3515.2	Disruptions
BP 3516	Emergencies And Disaster Preparedness Plan
BP 3516.5	Emergency Schedules
BP 3530	Risk Management/Insurance

- BP 3550 Food Service/Child Nutrition Program
- BP 3551 Food Service Operations/Cafeteria Fund
- BP 3553 Free And Reduced Price Meals
- BP 3554 Other Food Sales
- BP 4112.8 Employment of Relatives
- 4212.8
- 4312.8
- **BP 4144 Complaints (The policy was included in the October 15 board packet, but the title was not listed on the agenda page)**
- 4244
- 4344
- **BP 5112.3 Student Leave of Absence (The policy was not included in the October 15 board packet and should not have been listed on the agenda)**
- BP 5112.5 Open Campus
- BP 5113.2 Work Permits
- BP 5126 Awards For Achievement
- BP 5131 Conduct
- **BP 5131.61 Drug Testing (The policy was not included in the October 15 board packet and should not have been listed on the agenda)**
- BP 5137 Positive School Climate
- BP 5141.27 Food Allergies/Special Dietary Needs
- BP 5141.52 Suicide Prevention
- BP 5141.7 Sun Safety
- BP 5143 Insurance
- BP 5147 Dropout Prevention
- **BP 5148 Child Care and Development (The policy was not included in the October 15 board packet and should not have been listed on the agenda)**
- **BP 6142.7 Physical Education (The policy was not included in the October 15 board packet and should not have been listed on the agenda)**
- **BP 6145.5 Student Organizations and Equal Access (The policy was included in the October 15 board packet, but the title was not listed on the agenda page)**
- **BP 6178 Career Technical Education (The policy was included in the October 15 board packet, but the title was not listed on the agenda page)**
- **BP 6178.1 Work Experience Education (The policy was included in the October 15 board packet, but the title was not listed on the agenda page)**
- **BB 9320 Meetings and Notices (The policy was included in the October 15 board packet, but the title was not listed on the agenda page)**
- **BB 9322 Agenda/Meeting Materials (The policy was included in the October 15 board packet, but the title was not listed on the agenda page)**

4. ADJOURNMENT

Jann Reed, President
Board of Education
Chico Unified School District

PROPOSED AGENDA ITEM: FUND RAISING REQUEST - CJHS ASB YEARBOOK SALES

Prepared by: AMY WADDELL, TEACHER



Consent



Information Only

Board Date: October 29, 2008



Discussion/Action

Background Information

The after school program at Chico Junior High School will start a multi media class. In this program, students will produce DVD's, slide shows and the ASB school yearbook.

Education Implications

The yearbook class learns and applies skills in photography, desktop publishing, video making and other computer skills.

Fiscal Implications

No impact on general funds. The ASB yearbook account pays all yearbook costs involved. PTA will be paying the instructors stipend.

CHICO UNIFIED SCHOOL DISTRICT

1163 East Seventh Street

Chico, CA 95928-5999

Chico Junior High School

FUND RAISING REQUEST

ASB

2.A.1.

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All fund raising projects/activities are to be approved by the school principal (minor) or the Board of Education (major) prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account.

SCHOOL CHICO JUNIOR HIGH SCHOOL

CLUB OR ORGANIZATION ASB YEARBOOK

ADVISOR Amy Waddell

PURPOSE OF THE FUND RAISING PROJECT/ACTIVITY

CJHS has a Yearbook class which works very hard each year to put together an amazing yearbook for all students. The profits are used to purchase additional yearbook supplies and equipment and a small portion of the profits are used for pizzas, nutritional snacks, and recognition for the students working on the yearbook throughout the 08-09 school year.

FINANCIAL GOAL OF THE PROJECT: (Major = more than \$5,000 gross)

☐ Minor: Estimated Gross \$ _____ Estimated Net \$ _____
☒ Major: Estimated Gross \$20,000.00
Estimated Net \$2,000.00

NATURE OF PROJECT/ACTIVITY (i.e., car wash)

Selling yearbooks at Chico Junior High School for all student body for the 08/09 school year.

☐ Class I - A project or series of activities that will be restricted to a school's student and parent population.

☒ Class II - A project or series of activities that will extend beyond a school's population and will involve students, parents and members of the general community population in the fund raising effort.

BEGINNING/ENDING DATE(S) AND TIME OF PROPOSED FUND RAISING ACTIVITY(IES):

BEGINNING DATE AUGUST 1, 2008

ENDING DATE JUNE 15, 2009

BEGINNING TIME VARIOUS

ENDING TIME VARIOUS

LOCATION CHICO JUNIOR HIGH SCHOOL

NUMBER OF STUDENTS TO BE INVOLVED 400 - 600

RECOMMENDED

6-11-08

Date

Tammy Phelan

Student Officer's Signature (if applicable)

8/11/08

Date

G. G. G.

Advisor's Signature

8/11/08

Date

[Signature]

CJHS Director of Activity Signature

8-11-08

Date

[Signature]

Principal's Signature

9-1-08

Date

[Signature]

Assistant Superintendent's Signature

Approved by Council:

Date of Minutes: _____

Club: _____

By: _____

(Secretary)

ASB: _____

By: _____

(Secretary)

Approval Recommend

Minor

Major

Yes No Yes No

☐ ☐ ☒ ☐

Recommend

Major

Yes No

☐ ☐ ☐ ☐

Date - Approved by Board of Education

**CHICO UNIFIED SCHOOL DISTRICT
1163 EAST SEVENTH STREET
CHICO, CA 95928
530-891-3000**

2.B.1.
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July 16, 2008
Accounts Payable Warrants

FUND #:	FUND DESCRIPTION:	WARRANT #'S:	AMOUNT
01	General Fund	355609-355839	\$328,607.72
01	General Fund	355872-355917	\$374,103.67
01	General Fund	356039-356095	\$421,071.32
12	Child Development	355840	\$185.53
12	Child Development	355918	\$196.84
13	Nutrition Services	355841-355843	\$337.68
13	Nutrition Services	355849-355849	\$61,783.78
13	Nutrition Services	355919	\$120.08
14	Deferred Maintenance	355844-355845	\$10,310.06
14	Deferred Maintenance	356096-356097	\$54,834.30
24	Bldg Fund Measure A	356098-356100	\$52,478.25
25	Capital Facilities FD - State CAP	355846-355848	\$18,274.94
25	Capital Facilities FD - State CAP	356101	\$1,731.97
35	County School Facilities Fund	356102	\$290.00
TOTAL WARRANTS TO BE APPROVED:			\$1,324,326.14

CC Jan Combes, Assistant Superintendent, Business Services

CC Scott Jones, Director of Fiscal Services

CHICO UNIFIED SCHOOL DISTRICT
1163 EAST SEVENTH STREET
CHICO, CA 95928
530-891-3000

August 20, 2008
Accounts Payable Warrants

FUND #:	FUND DESCRIPTION:	WARRANT #'S:	AMOUNT
01	General Fund	356103-356347	\$2,088,499.26
01	General Fund	356498-356614	\$762,381.37
01	General Fund	356624-356762	\$667,007.83
12	Child Development	356348-356350	\$398.14
13	Nutrition Services	356351-356354	\$11,698.15
13	Nutrition Services	356389-356407	\$26,271.30
13	Nutrition Services	356615-356616	\$174.46
13	Nutrition Services	356763	\$163.62
13	Nutrition Services	356767-356780	\$54,732.53
14	Deferred Maintenance	356355-356357	\$5,041.24
14	Deferred Maintenance	356617	\$752.93
14	Deferred Maintenance	356764-356765	\$33,345.00
24	Bldg Fund Measure A	356618-356622	\$57,086.48
24	Bldg Fund Measure A	356766	\$12,550.00
25	Capital Facilities FD - State CAP	356358-356360	\$908.32
35	County School Facilities Fund	356623	\$5,650.66
67	Self Insurance - CEHWBT	356361-356388	\$15,637.00

TOTAL WARRANTS TO BE APPROVED: \$3,742,298.29

CC Jan Combes, Assistant Superintendent, Business Services

CC Scott Jones, Director of Fiscal Services

CHICO UNIFIED SCHOOL DISTRICT
1163 EAST SEVENTH STREET
CHICO, CA 95928
530-891-3000

2.B.1.
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September 17, 2008
Accounts Payable Warrants

FUND #:	FUND DESCRIPTION:	WARRANT #'S:	AMOUNT
01	General Fund	356781-356987	\$562,930.99
01	General Fund	357109-357312	\$335,463.71
13	Nutrition Services	356988-356989	\$161.13
13	Nutrition Services	356998-357015	\$34,530.10
13	Nutrition Services	357323-357345	\$92,305.64
14	Deferred Maintenance	356990-356992	\$48,205.72
14	Deferred Maintenance	357313-357315	\$32,831.70
24	Bldg Fund Measure A	356993-356994	\$2,613.51
24	Bldg Fund Measure A	357316-357322	\$107,722.47
25	Capital Facilities FD - State CAP	356995	\$65.00
35	County School Facilities Fund	356996-356997	\$53,900.35

TOTAL WARRANTS TO BE APPROVED: \$1,270,730.32

CC Jan Combes, Assistant Superintendent, Business Services

CC Scott Jones, Director of Fiscal Services

CHICO UNIFIED SCHOOL DISTRICT
1163 EAST SEVENTH STREET
CHICO, CA 95928
530-891-3000

2.B.1.
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October 29, 2008
Accounts Payable Warrants

FUND #:	FUND DESCRIPTION:	WARRANT #S:	AMOUNT
01	General Fund	357346-357595	\$1,094,029.10
01	General Fund	357735-357937	\$492,634.93
01	General Fund	358005-358287	\$687,378.27
13	Nutrition Services	357596-357598	\$245.12
13	Nutrition Services	357604-357618	\$50,062.85
13	Nutrition Services	357938-357939	\$270.73
13	Nutrition Services	357949-357976	\$121,859.22
13	Nutrition Services	358288-358292	\$432.42
14	Deferred Maintenance	357599	\$1,839.50
14	Deferred Maintenance	357940-357943	\$70,821.23
14	Deferred Maintenance	358293-358294	\$2,264.93
24	Bldg Fund Measure A	357600	\$647.50
24	Bldg Fund Measure A	357944-357947	\$54,946.74
24	Bldg Fund Measure A	358295	\$360.00
25	Capital Facilities FD - State CAP	358296	\$989.00
35	County School Facilities Fund	357601-357602	\$27,822.66
35	County School Facilities Fund	357948	\$3,131.40
35	County School Facilities Fund	358297	\$15,075.50
67	Self Insurance - CEHWBT	357977-358004	\$16,523.00

TOTAL WARRANTS TO BE APPROVED: \$2,641,334.10

CC Jan Combes, Assistant Superintendent, Business Services

CC Scott Jones, Director of Fiscal Services

PROPOSED AGENDA ITEM: Approval of Perkins Five-Year Plan

Prepared by: Liz Metzger

☐ Consent
☐ Information Only
☒ Discussion/Action

Board Date: October 29, 2008

Background Information

"Perkins" is an ongoing federal funding stream that focuses on improving career technical education (CTE) in secondary and postsecondary schools. Its purpose is to build the knowledge, skills, attitudes, and competencies students need to enter and succeed in work and/or postsecondary education. The most recent authorization, Perkins IV (signed into law in 2006), calls for increased accountability for results, increased coordination within the CTE system, stronger integration between academic and technical teachers and courses, improved connections between secondary and postsecondary education, and increased coordination with business and industry.

CUSD receives an annual Perkins allotment, which is divided equally between Chico High and Pleasant Valley High, and given to CTE programs that meet the requirements laid out by the legislation. The district reapplies for funding annually, and as a part of the application must report on its progress in meeting Perkins requirements as established by the federal government and by our own locally developed five-year plan.

This year, we are required to submit five-year plan for 2008-2012, providing a description of how we are meeting Perkins IV requirements, as well as articulating our mission, vision, and priorities for CTE over the next five years. This plan is intended to be a living document, "revisited regularly, and revised and updated as necessary, to ensure its effectiveness as a directional instrument."¹

The attached plan was developed with the consultation and input of CTE teachers from both high schools, and additional input from the district CTE Advisory Committee, which discussed and approved the plan on October 22. It is consistent with the CTE Model Framework and Standards, as well as the new 2008-2012 California State Plan for CTE (approved in July, 2008). Chapter 3 of the plan explains how each requirement of Perkins is currently being met; for any element that is not being completely met, the plan explains what we intend to do to move into compliance. This candid approach to what is and is not in place was recommended by state Department of Education consultants Russ Weikle and Barbara Weiss in a webcast on developing the plan presented in July, 2008.

Education Implications

This plan helps ensure that all CTE programs are high-quality, rigorous, and consistent with the CDE Model Framework and Standards for Career-Technical Education. Because CTE standards embed academic standards (particularly in English-language arts and mathematics) as "foundation standards" in each career pathway, a high quality CTE program includes both academic and technical skills and knowledge. This opportunity to apply their academic skills often reinforces those skills for students and makes their learning more relevant.

Fiscal Implications

This plan is required in order for the district to continue to be eligible for the Perkins funding (approximately \$88,000-\$93,000) it receives annually.

¹ "Instructions and Guidelines for the Development of the 2008-2012 CTE Local Plan," CDE, Sacramento, May 2008 (p. 7).

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Postsecondary, and Adult Leadership
Division

DUE DATE: October 31, 2008

**Carl D. Perkins Career & Technical Education Improvement Act of 2006
2008-2012 LOCAL PLAN for CAREER TECHNICAL EDUCATION**

LOCAL EDUCATIONAL AGENCY (LEA) NAME: Chico Unified School District	
LEA COUNTY-DISTRICT (CD) CODE: 04-61424	
LEA ADDRESS: 1163 East Seventh Street Chico, California 95928	
NAME OF LEA SUPERINTENDENT OR CHIEF ADMINISTRATOR: Kelly Staley	
CHECK TYPE OF PLAN: <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Adult <input type="checkbox"/> State Institution	LOCAL BOARD APPROVAL DATE: October 29, 2008
NAME OF PERSON COORDINATING THE LOCAL PLAN DEVELOPMENT: Janet Brinson TITLE: Director	Telephone Number: (530) 891-3000 Ext: 103 FAX Number: (530) 891-3220 Email Address: jbrinson@chicousd.org

CERTIFICATION: I hereby certify that this Local Plan for Career Technical Education meets the requirements of Perkins IV, Section 134 and the 2008-2012 California State Plan for Career Technical Education. This plan presents the agency's commitment to provide a career technical education program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This LEA will use Perkins IV funds associated with this plan to supplement state and local career technical education funds and to improve, enhance, or expand our career technical education programs through 2012. To the best of my knowledge, the information contained in this plan reflects input from all stakeholders as identified in Perkins IV, Section 134(b)(5).

SIGNATURE OF SUPERINTENDENT OR CHIEF ADMINISTRATOR	DATE:
--	-------

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY	
REVIEWED AND RECOMMENDING APPROVAL:	DATE:
CDE APPROVAL:	DATE:

2008-2012 Local Plan

for

Career Technical Education

**In fulfillment of State Plan requirements and the
requirements of the
Carl D. Perkins Career and Technical Education
Improvement Act of 2006
P.L. 109-270**

Chico Unified School District

Agency Name

Person at, or representing, the eligible recipient responsible for answering questions on this plan:

Signature: _____

Name: Janet Brinson

Title: Director

Telephone: (530) 891-3000 x103

E-mail: jbrinson@chicousd.org

Date: October 9, 2008

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Introduction

1. Provide a clear and specific introductory statement of the plan, what it is about, and the importance of this plan for your agency.

Response:

Within the Chico Unified School District, we are facing a unique convergence of factors that make this both the best and worst of times to create and implement a blueprint for CTE over the next five years. On the positive side, professional learning communities are being implemented districtwide, and are the driving force behind our shift from a focus on teaching to a focus on learning—a focus that CTE instructors have understood for years. With the release of the new state plan for CTE, and the fairly recent CTE Model Curriculum Standards, CUSD CTE instructors are revisiting our programs' structures and instructional content to ensure that they are consistent with the state vision and guidelines as outlined in those documents. The infusion of funding for CTE into our schools in the past two years—five Proposition 1D grants to modernize facilities and update equipment at both high schools, and a new California Partnership Academy to complement the two that already exist—have provided a boost to career technical education.

Yet on the flip side, a bleak budget situation (in the state and district) has necessitated over-large class sizes and the elimination of some courses—most often elective courses. A focus on increasing test scores, particularly in reading/language arts and in math, has been made more immediate by our Year 3 Program Improvement status. The resulting re-direction of schools' resources and attention to core academic areas has also impacted elective programs, including CTE. This academic focus continues a trend that has been evident for the past decade as the requirements for entrance to the University of California have grown more stringent: these a-g requirements at times seem to drive the decisions about which courses will make and which ones won't. Many CTE instructors, though they continue striving to provide the best possible opportunities for their students, are justifiably disillusioned.

Still, we choose to see the development of this plan as an opportunity to affect real change, and to shift the paradigm of CTE as a stepchild. This plan describes the current state of CTE in our district, as well as a description of where we want to go over the next five years. We are taking seriously the suggestion to look upon this as a living document; thus, we have addressed all questions very frankly, identifying both our strengths and our shortcomings. In meeting to develop the plan, CTE instructors decided that they wanted to continue to meet throughout the year to continue to address the questions that were raised in the writing. We will continue work on our mission, vision and goals, with the ultimate intent of making them absolutely congruent with the mission and vision of the school as a whole.

Thus, we view this plan—and the prospect of continuing work on it over the next five years—as being of utmost importance to the delivery of career technical education in our district.

Chapter One

Career Technical Education in the Local Education Agency

1. Describe the current status of the career technical education (CTE) delivery system, in the local and regional area.

Response:

Existing CTE programs: Within the Chico Unified School District, most CTE courses and programs are housed at the two comprehensive high schools, Chico High School and Pleasant Valley High School.

▪ **Chico High School** has three CTE-focused small communities: Agriculture, with pathways in Agricultural Mechanics, Agriscience, and Environmental Horticulture; CAD+, with pathways in Architectural Design and CAM, Engineering Design and CAD, and Manufacturing Design and CAM; and the Academy of Communications and Technology (ACT), a California Partnership Academy in media communications. CAD+ and ACT integrate academic courses with CTE courses; the Agriculture program has integrated Ag biology, Ag life science, and Ag Economics/Government taught by teachers who hold CTE and academic credentials.

▪ **Pleasant Valley High** has two CTE-focused small learning communities: California Partnership Academies in Hospitality/Tourism (I-Host) and in Education and Human Services (ACE-LIFE). PV also has a career pathway in fashion and interior design, two career pathways in business, and four career pathways in industrial technology: construction technology, welding technology, Architectural Design and CAD, and Engineering Design.

▪ **Chico Junior High** has a "Life Skills" course designed as a feeder for Architectural Design, Engineering Design and Agriculture programs at Chico High.

Regional connections: A number of our programs have ROCP capstones, as noted on the course sequence sheets. In addition, we have articulation agreements with local community colleges (Butte College and Yuba College; additional articulation agreements are planned with Fresno Community College.

Successes: CUSD received three Proposition 1D facilities remodeling grants through Round One, and passed the CDE scoring for two more through Round Two. The enhancements to the facilities (in Building Construction, Welding, and Culinary at PV High, and in Arts, Media and Entertainment and Agriculture at Chico High) promise to increase our capacity to provide a high-quality CTE delivery system for students. Each Perkins-funded CTE program has a business advisory group; the district also has a CTE Advisory Committee at the district level. There is active parent and community support, particularly in the CTEs which are also small learning communities (the partnership academies at both high schools, as well as Ag and CAD+ at Chico High.

Challenges

All our CTE programs face increased stresses caused by budgetary constraints. While to some extent these are the same issues (overlarge class sizes and the concern about potential teacher layoffs) that are facing teachers and programs throughout the district, CTE and other elective programs are in a more vulnerable position. Even when students manage to make room in their schedules for an elective one or two years, the push to fulfill UC/CSU entrance requirements often make it difficult for students to complete a sequence of courses in a career pathway. In addition, the need to adhere to a minimum class size of 35 poses safety concern in CTE classes which are lab classes.

2. Provide information regarding the participation of students in CTE programs as compared to total district enrollment. Information should include enrollment, demographics, and achievement data.

Response:

The district enrollment for 2007-08 was 13,486. Total enrollment at the two comprehensive high schools (the only schools with Perkins-funded programs) was 4,035: 2,018 at Chico High, and 2,017 at Pleasant Valley High.

Approximately one-third of CHS and PVHS students were enrolled in CTE classes (including ROP), and almost half of those were concentrators (taking more than one class in a sequence). Of the 12th grade concentrators, achievement data on the CAHSEE and graduation rates was very high (92-98%). The table below provides more specific enrollment and achievement data for students enrolled in one or more CTE courses, disaggregated by gender, ethnicity, and special population status.

Enrollment:

- 1,211 students in the district were enrolled in one or more CTE (including ROP) courses during 2007-08: 9% of the total district enrollment, and 30% of the enrollment of the two high schools.
- 310 students were enrolled in more than one CTE class, making the total CTE enrollment for the district 1,521: 11.2% of the district enrollment, and 37.6% of the enrollment of the two high schools.
- 46.7% of these students (711) were concentrators, meaning they completed more than half of a career pathway sequence.
- 20% (311 students) were concentrators who completed this pathway sequence as seniors.

Special Population Status

- 16% of students in CTE classes (250) were socioeconomically disadvantaged, disabled, LEP, or migrant.
- 63.7% of students in CTE classes were non-traditional (enrolled in a course where individuals from their gender comprise less than 25% of the individuals employed in that field).

Achievement Data

- 94.8%% (295) of the 12th grade concentrators passed the CAHSEE in English-language arts.
- 92.2% (287) of the 12th grade concentrators passed the CAHSEE in math.
- 98% (305) of the 12th grade concentrators received a grade of C or better in their CTE class.
- 94.8% (295) of the 12th grade concentrators received a diploma.

Ethnicity	Total Participants		Total Concentrators		12th Grade Concentrators		12th Grade CAHSEE ELA		12th Grade CAHSEE Math		12th Grade C or better		12th Grade Diploma	
	District	ROP	District	ROP	District	ROP	District	ROP	District	ROP	District	ROP	District	ROP
American Indian Male	7		5		1		1		1		1			

American Indian Female	6		1		1		1		1		1		1	
Asian Male	38	7	15	3	7	3	7	2	7	2	7	3	7	3
Asian Female	25		4		1		1		1		1		1	
Black Male	16		4											
Black Female	20	8	7		1		1		1		1		1	
Hispanic Male	106	20	49	9	16	8	16	8	15	8	15	8	15	8
Hispanic Female	102	24	37		15		15		15		15		15	
Pacific Islander Male	5													
Pacific Islander Female	3		2		2		2		2		2		2	
White Male	583	121	295	79	114	63	105	58	103	54	109	63	107	59
White Female	380	32	190	2	76	2	75	2	74	2	76	2	74	2
Unknown Male	9	3	3	1	1		1		1		1			
Unknown Female	6		5											
	1,306	215	617	94	235	76	225	70	221	66	229	76	223	72

Special Population	Total Participants		Total Concentrators		12th Grade Concentrators		12th Grade CAHSEE ELA		12th Grade CAHSEE Math		12th Grade C or better		12th Grade Diploma	
	District	ROP	District	ROP	District	ROP	District	ROP	District	ROP	District	ROP	District	ROP
F&R Male	7	8	6	2	6	2	5	2	5	2	6	2	5	2
F&R Female	6	2	4		4		4		4		4		4	
Disabled Male	92	24	54	20	15	14	7	10	6	8	14	14	9	13
Disabled Female	48	4	20		7		7		5		7		7	
LEP Male	22	7	3	3		3		2		2		3		3
LEP Female	22	2	5		3		3		3		3		3	
Migrant Male	5		3											
Migrant Female	1													
	203	47	95	25	35	19	26	14	23	12	34	19	28	18

Chapter Two

Building High-Quality Career Technical Education Programs

1. Provide your agency's vision and mission for the delivery of career technical education (CTE) in the future.

Response:

Vision:

Our vision is that career technical education in the Chico Unified School District will be viewed by staff, students, parents, and the community as an essential component of the overall high school system. All CUSD students will have the opportunity to be engaged in high-quality, rigorous, and relevant CTE pathways, developed in partnership with business and industry, that prepare students for success in an ever-changing workforce and for all postsecondary options.

Mission:

The mission of our CTE programs and courses is

- To better connect students to school and their educational experience
- To provide students the opportunity to explore various career areas and options, and provide them with the foundation and specialized knowledge and skills they need to turn their "passions into paychecks."
- To give students a better understanding of why their academic learning is important to them personally and to their futures
- To begin the process of building the workforce necessary for our country to be competitive

This is consistent with the mission of the Chico Unified School District, which is to ensure all students achieve high levels of academic and personal success, contribute to their community and confidently compete in a changing global society by engaging students in quality educational programs that address diverse student needs and promote learning throughout life.

2. List the goals and expected outcomes for CTE as defined by all stakeholders.

Response:

The 2008-2012 State Plan for Career Technical Education identifies ten system goals to guide CTE in California through 2013-14 (p. 54). Our work will be consistent with all ten of the state's goals. For this plan, however, we have identified five areas where we feel it is most important for us to focus for the next five years, based on our needs as identified in Chapter 3 of this plan, and in discussions with the CTE teachers and the CTE Advisory Committee.

CUSD Goal #1: We will ensure that every student has the opportunity to complete a rigorous CTE course or pathway prior to graduating from high school. *(Note: because each career pathway identifies specific academic skills as foundation skills, attaining this goal requires close alignment and collaboration between academic and CTE teachers).*

- **Outcome 1.1:** By spring, 2009, we will identify where the integration of CTE and academic standards and courses could be improved.
- **Outcome 1.2:** By spring, 2009, we will have met with administration at both high schools to discuss ways that interdisciplinary collaboration between CTE and academic teachers might become a part of the schedule.
- **Outcome 1.3:** By spring, 2010, we will present course scheduling options that will provide students the opportunity to be enrolled in programs with teachers who are working together to infuse CTE into academic instruction.
- **Outcome 1.4:** Beginning in the 2008-09 academic year, we will include CTE instructors in academic professional development, and academic teachers in CTE professional development, wherever possible.
- **Outcome 1.5:** On an ongoing basis, we will continue to work with special education teachers on modifications to existing standards-based CTE courses.
- **Outcome 1.6:** Beginning in 2008-09, we will expand our marketing and outreach efforts by creating recruitment materials in Spanish and Hmong, and by continuing to target non-traditional students (those whose gender comprises less than 25% of the workforce in that area) for CTE courses.

CUSD Goal #2: We will incorporate the ongoing and meaningful participation of all stakeholders—business and industry, academic and technical instructors, administration and counseling staff, parents, students, post-secondary representatives (Butte and/or CSUC), and Butte County ROCP—into the planning, implementation, and evaluation of our CTE programs.

- **Outcome 2.1:** Beginning in fall, 2008, we will deepen our current relationships with business, the community, parents and students by more systematically involving these partners in the development, implementation, and evaluation of CTE programs.
- **Outcome 2.2:** By spring, 2009, we will have developed plans and set a date for a CTE summit designed to educate all stakeholders about the new state plan for CTE and model curriculum standards.
- **Outcome 2.3:** By spring, 2010, we will have held the CTE summit and have made plans for annual education of stakeholders about CTE requirements.
- **Outcome 2.4:** Beginning in fall, 2008, CTE teachers will meet annually as a group.
- **Outcome 2.5:** By spring, 2009, we will develop a plan to increase parent and community involvement in all our programs.

CUSD Goal #3: We will maintain and expand the linkages with our feeder schools and post-secondary institutions in order to facilitate smooth student transitions from middle school to high school and beyond, to postsecondary education and training.

- **Outcome 3.1:** By spring, 2009, we will have identified barriers and roadblocks to seamless student transitions between feeder schools, high schools, and postsecondary institutions.
- **Outcome 3.2:** By fall, 2010, we will have developed a plan to address these

roadblocks. The plan may include such actions as developing a single field trip form that is common across the district and Butte County ROCP, or developing a common finals schedule between the two high schools (to accommodate students who enroll in one high school and take an ROCP course in the other).

- **Outcome 3.3:** During 2008-09 and on an ongoing basis, we will increase articulation agreements with postsecondary institutions as appropriate for our students.

CUSD Goal #4: We will provide career guidance information and experiences to all students throughout their K-12 experience to help them explore, plan, manage, and reach their educational and career goals.

- **Outcome 4.1:** By spring, 2009, we will meet with counseling staff at both high schools to identify how students can fit a career pathway sequence into their high school schedule. This will include developing a four-year course of study for students planning to attend a junior college, a CSU, a UC or private school, or to go directly to work after high school.
- **Outcome 4.2:** By fall, 2009, CTE and counseling staff will identify what career guidance and counseling information is provided to all K-12 students, and establish goals for what should be provided.

CUSD Goal #5: We will continuously monitor and update this plan to ensure ongoing program improvement, program accountability, and measurement of system outcomes.

- **Outcome 5.1:** By January, 2009, we will establish a mechanism and designate a responsible party for monitoring this plan and our annual Perkins reports and applications for funding on an ongoing basis, to ensure fidelity of implementation.
- **Outcome 5.2:** Beginning in spring, 2009, we will disseminate data and program results more widely to all stakeholders.
- **Outcome 5.3:** During the 2008-09 academic year and annually thereafter, CTE teachers will meet at least twice a year to continue discussions and revisions to this plan.

3. Provide information regarding the participation of students, parents, business/industry representatives, and community leaders in the development of this plan.

Response:

This plan was drafted by a core writing committee that included a CTE teacher from each high school site and a district representative. Input from all CTE teachers was solicited by email, and a draft plan was reviewed at a meeting to which all district CTE teachers were invited, as well as an administrator from each site and the district director of categorical programs. The plan was then reviewed by the districtwide CTE advisory committee which includes school personnel (site and district level), business representatives, and non-business community members. Parent and student representatives are also part of the committee, though none were present at this meeting. The plan, in particular section 2 (vision for CTE, and goals and outcomes) will be presented to each program's advisory board as well as to the school board. The plan will also be revisited at least annually and revisions and modifications made as necessary to ensure that this remains a document that is responsive to our realities and our needs.

4. Provide a list of the CTE industry sector(s) and career pathway(s) to be assisted with the Perkins IV funds and designed to be consistent with the overall CTE vision and meet or exceed the state adjusted levels of performance. (This response could be a table.)

Response:

<u>Industry Sector</u>	<u>Career Pathway</u>	<u>Program</u>
Building Trades and Construction	Residential Construction	Construc (PV)
Building Trades and Construction	Cabinetmaking & Wood Products	CAD+ (CHS)
Arts, Media and Entertainment	Media & Design Arts	ACT (CHS)
Education, Child Dev, & Family Services	Education	ACE-LIFE (PV)
Education, Child Dev, & Family Services	Family and Human Services	ACE-LIFE (PV)
Engineering and Design	Architectural & Structural Engineering	CAD+ (CHS)
Engineering and Design	Engineering Design	CAD+ (CHS)
Manufacturing & Product Development	Welding Technology	Welding (PV)
Fashion and Interior Design	Fashion Design, Manuf., Merch.	Fashion (PV)
Fashion and Interior Design	Interior Design & Merchandising	Fashion (PV)
Agriculture and Natural Resources	Agricultural Mechanics	Ag (CHS)
Agriculture and Natural Resources	Environmental Horticulture	Ag (CHS)
Agriculture and Natural Resources	Agriscience	Ag (CHS)
Hospitality, Tourism, and Recreation	Food Service and Hospitality	I-Host (PV)

5. Describe the process and rationale for determining the CTE program(s) to be assisted with Perkins IV funds.

Response:

<p>Any program seeking Perkins funding will submit a request to the district Career Technical Education Advisory Committee (CTEAC). The committee determines whether the program qualifies based on its adherence to the state-established CTE quality criteria requirements of programs assisted with Perkins IV funds, set out in Perkins IV, section 135, and to the Eleven Elements of a High-Quality CTE System, as identified in the State Plan (p. 55). Based on these documents, the criteria for funding through Perkins will include programs that have:</p> <ul style="list-style-type: none"> ▪ A sequence of at least three courses ending in a capstone. ▪ A link to an industry sector-related major or majors at postsecondary level. ▪ A CTE certified instructor in the program. ▪ A partnership between academic and CTE instructors so that CTE standards, particularly foundation, are addressed in academic classes. ▪ An advisory committee that includes local business representatives connected to the career pathway. ▪ A leadership organization for students, state-recognized or other. ▪ A course outline demonstrating that they address workplace skills, ▪ Alignment with CTE standards and frameworks. ▪ Evidence of consistently high-quality curriculum and instruction ▪ A career exploration and guidance component ▪ Partnerships with business and industry ▪ An effective organizational design, delineating how decisions are made and how to
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determine whether goals are being accomplished.

- System responsiveness to changing economic and workplace requirements and demands.
- A professional development component
- A continuous program improvement system for accountability and evaluation
- A system for promotion, outreach, and communication

Each year, the Perkins annual report serves as an accountability and reporting measure for each program to ensure that it continues to meet requirements for funding and addresses core indicators.

6. Describe how labor market information is used to determine the CTE programs offered by the Local Educational Agency. (State Plan)

Response:

An analysis of labor market information, locally, regionally, and statewide, was a required part of the applications for our three partnership academies and our five Proposition 1D facilities remodeling grants. As new programs are proposed and added, labor market information will be used, and programs will be required to support and justify the need for their industry sector based on employment and projected employment statewide, nationally, and locally. Labor market information is accessed through local advisory boards, ROCP, Butte College, and online through the Employment Development Department and the Occupational Outlook Handbook.

Chapter Three

Responses to Satisfy the Requirements of Perkins IV and the State Plan

Section 1: Alignment of the Career Technical Education program

1. All interested individuals are informed about the State Plan and Perkins IV requirements.
 - A. Describe how parents, students, academic, and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved and participate in the ongoing development, implementation, and evaluation of local CTE programs. (Perkins IV Section 134[b][5], State Plan)

Response:

What's in place: The Career Technical Education Advisory Committee, as well as the advisory committees for each individual program, are central strategies for involving all stakeholders in the development, implementation, and evaluation of local CTE programs. Each ROCP capstone class has an advisory board with parents, students, and industry partners comprising at least half the membership. The partnership academies and some small learning community programs (such as Agriculture at Chico High) also have parent and business advisory boards, some more active than others. Partnership academies also survey their seniors at the end of each year for specific information required by the end-of-year report; this information has been used to make modifications and adjustments to the programs, or sometimes to validate what is working.

Next Steps: We need to more systematically involve academic teachers, counselors, administration, representatives of special populations, students and parents in CTE program development and evaluation. All these groups are represented, but in some programs they play a more significant role than in others. And although they are kept informed about progress and their input is sought and considered, the real work of development, implementation and evaluation most often falls to CTE teachers. The CTEAC, in reviewing this plan, concurred that they would like more meaningful and ongoing involvement in CTE program development, implementation, and evaluation.

- B. Describe how such individuals and entities are effectively informed about, and assisted in understanding the requirements of the State Plan and the Perkins Act, including the requirement for CTE programs of study. (Perkins IV Section 134[b][5], State Plan)

Response:

What's in Place: The advisory committees mentioned above are informed about State Plan and Perkins requirements, particularly when they are asked to approve reports and

plans (such as Perkins) and to advise on or approve grants (such as Proposition 1D and partnership academy). The director of categorical programs meets with the CTE teachers annually to develop the year-end Perkins report.

Next Steps: As mentioned above, we could be more systematic and regular about keeping stakeholders informed about new requirements. With the new State Plan and Perkins Five-Year Plan, as well as the relatively recent model curriculum standards, it may be a good time to develop a presentation highlighting the key elements of these plans; this would assist advisory board members and other stakeholders as they advise programs. A web page dedicated to CTE on the district website would be a further means of keeping all stakeholders informed about state and Perkins requirements.

2. Describe how the appropriate courses of not less than one CTE program of study will be offered. A program of study as described in Perkins IV Section 122(1)(A) and the State Plan;

- Incorporates secondary education and postsecondary education elements
- Includes coherent and rigorous content aligned with challenging academic standards and relevant CTE content aligned with the California CTE Standards and Framework in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education
- May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits and
- Leads to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree (California *Education Code* [EC] 51224, Perkins IV Section 135[b][2])

NOTE: A Program of Study Worksheet (page 17) must be completed for at least one program of study.

Response:

What's in place: The Chico Unified School District has fourteen career technical programs of study, with four more planned. Each of these programs provides a rich and comprehensive experience for students. These programs are designed to build in rigor and relevance, and to provide opportunities for students to blend academics and career/technical content and apply these to real-world problems. Most of our programs have articulation agreements in place with local community colleges (and in some cases universities), and many lead to industry certification. Professional growth and time to develop curriculum that is integrated with academics is essential to a meaningful program of study, as is the involvement of business partners. Each of our programs includes a coordinated sequence of courses that reflects such a curriculum.

See the attached course of study for ACE-LIFE.

3. Describe how students will be provided with strong experience in, and understanding of, all aspects of the industry in which they are studying. (Perkins IV Section 134[b][3][c], Section 135[b][3], State Plan)

NOTE: All aspects of the industry include; planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry. See the *Instructions and Guidelines* document (pages 22-24) for further explanation of all aspects of industry.

Response:

What's in Place: Business mentors, internships, and job shadows are an important first step in providing students with experience in and a strong understanding of the industry. CTE instructors stay current in their fields through attendance at conferences (e.g., West-Tech, CITEA [California Industrial Technology Educators Association], California Partnership Academies) and memberships in professional organizations. The knowledge they gain further enhances student understanding of the industry. Further experience and understanding is provided through the tight links with Butte College and with the ROCP program. In addition, the following programs have capstone classes leading to industry-recognized credentials and skill sets that have been validated by industry professionals and postsecondary institutions:

- Child Development and Human Services
- Food Service and Hospitality
- Fashion and Interior Design
- Welding and Business Construction

4. Describe how students participating in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. (Perkins IV Section 134[b][3][D], State Plan)

Response:

What's in Place: Chico Unified School District, like most California districts, does not distinguish between CTE and non-CTE students in terms of curriculum and instruction; all students are taught to the same coherent and rigorous content aligned with challenging academic standards. In addition, because CTE standards embed foundation (academic) standards, adherence to the CTE standards model curriculum standards ensures academic and CTE alignment, and reinforces the academic standards students are taught in their academic classes. In some of our SLCs (partnership academies and a few others), academic and CTE teachers share students, which further enhances the alignment.

5. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in section

9101 of the Elementary and Secondary Education Act of 1965). Include the implementation and alignment of the CTE Content Standards and Framework. (Perkins IV Section 134[b][3][E], State Plan)

Response:

What's in Place: As our CTE programs develop and become more closely aligned with foundation and pathway standards, students are able to see more clearly the increasingly rigorous core academic courses required for many entry-level positions. The individualized contact with mentors (in CAD+, in ACT, in ACE-LIFE, in Welding and Building Construction, and in Agriculture, for example) help students to see the strong correlation between academics and the needs of the job market, which in turn provides students the incentive for challenging themselves academically. (In fact, some mentors in the CAD+ program require prospective mentees to take a math test). As more students become engaged and become more aware of the importance of rigorous and challenging classes to achieve their postsecondary aspirations, they bring their peers along. Guest speakers, field trips, and visits to postsecondary institutions, as mentioned in #2 above, also help students realize that they need to "step it up."

6. **Describe in detail the CTE curriculum and instructional strategies used to deliver the CTE courses that foster "essential employability skills" such as; the ability to work in a team, critical thinking, problem solving, and leadership skills, referenced in the eleven "foundation standards" in the California CTE Model Curriculum Standards. (State Plan)**

Response:

What's in Place: This is a strength for our programs, all of which use applied academics and real-world situations, work-based learning, and hands-on project based activities that require students to demonstrate teamwork, critical thinking, problem solving, and leadership skills. Specific examples include:

- **In i-HOST and in culinary classes**, students are in charge of a student-run enterprise called Culinary Creations. Students develop menus, work with clients, do cost analysis, develop a job (including backwards planning the event), delegate by assigning aspects of job to students in Culinary I, and manage the event in terms of personnel. This develops leadership skills along with applied academics, foundation skills and CTE skills. Student leadership is further nurtured by having a CEO of the business.
- Students within the **nutrition courses** do extensive planning and presentation to elementary classrooms for a variety of subjects centering around nutrition and My Pyramid. Students do extensive nutrient analysis comparable to those that dieticians regularly do.
- Students in the **fashion and interior design pathway** use all the CTE and core academic skills to create a line of clothing, cost, do the market analysis and compare with current designers. Students present this project to industry judges and can move regionally or up to state level for scholarships. Students participate in industry-based projects and evaluate using industry standards.
- The CTE and academic curriculum for the **food service and hospitality pathway** is sequential, integrated with academic courses, and ends in a choice of two capstones. Students are challenged with real-world problems which they must solve in a professional manner. Students are involved with pre-professional student organizations like FHA-HERO, Prostart through the National Restaurant Association and SAGE, is an

entrepreneurship opportunity linked with CSU-Chico. Students are actively involved with their own skill development and have a clear understanding of classroom expectations and mastery objectives. Students in all capstones have access to internships and industry mentors.

- In the **Plant and Horticulture Sciences pathways** students are exposed to core and CTE state standards. They are given hands-on projects and activities that are directly related to all state standards. Community members are asked to give class presentations and demonstrations that directly relate to industry standards. Students are able to see the direct correlation between class work and work skills. For example, Plant and Soil Science students learn the terminology and the processes of the Horticulture industry as a first step in learning to manage and run a greenhouse business and floral shop. They then continue into Floral Design or Environmental Horticulture where they learn to propagate, grow and process plants and flowers. They also learn how to manage a business by running weekly plant sales that is open to the public. They must learn about customer and speaking skills, how to manage money, advertising, and common knowledge of plants and flowers. With these skills that are learned in this pathway, students are able to enter into the work force with entry-level skills.
- Students in **CAD+** develop and apply these essential employability skills by completing workplace jobs in groups of 2-4. For example, a group of students recently developed a new cap design for the Kleen Kanteen company. They used critical thinking and problem solving during the process of designing the Kleen Kanteen cap using the software program SoftWorks, and leadership skills by presenting their design concepts to the actual Board of Directors of the Kleen Kanteen company.
- Students in the **ACT** program develop multi-media presentations centered around topics such as bullying or nutrition to present to elementary school students during assemblies. The students develop the concept for the presentation based on the elementary schools' requests, and then write, practice, and perform the individual pieces, as well as creating the multimedia components that accompany them. Opportunities to practice leadership, teamwork, and critical thinking/problem solving about in the process of creating and presenting these pieces.
- Students in the **Welding, Fabrication, and Manufacturing** program receive professional development from the Butte College Welding department personnel and from factory reps during "Arc Exposure." At this three-day seminar, hands-on-lab, and industry tour, students receive training in the set-up, use, and care of the newest and most technologically sophisticated industry-standard pieces of welding equipment. Similar professional development is available to both instructors and students through Shasta Community College and Yuba Community College at different times of the year.

7. Summarize progress to date in achieving academic and CTE integration and describe planned activities to continuously improve progress in this area over the next five years. Response should address activities such as staff development, curriculum development, collaborative program planning and implementation, and team teaching. (Perkins IV Section 135[b][1])

Response:

Please see table below.

Program	Staff	Curriculum	Collaborative	Team	Plans for the
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	development	development'	program planning	teaching	future
ACT, ACE-LIFE, iHost	<ul style="list-style-type: none"> CPA conference Teacher collaboration 	Ongoing development of integrated tech and academic lessons and units.	<ul style="list-style-type: none"> Quarterly day-long meetings to articulate vertically and horizontally. Grade level teams meet almost daily. Proximity of classrooms and sharing students means that collaboration happens almost daily. 	<ul style="list-style-type: none"> 9th grade: English, history, tech 10th: tech, English, biology, Spanish (and history at PV) 11th English, tech, US History, Spanish, chemistry 12th English, tech 	<ul style="list-style-type: none"> Continue with a focus on collaborative planning and integration of academics and tech iHOST will develop a new capstone specific to the hospitality, tourism, and recreation industry
CAD+	<ul style="list-style-type: none"> CITEA Conference (math teacher attended with CTE teacher) CAD/CAM day 	CAD+ instructors continue to improve and refine their curriculum and share with other teachers around the state through teacher workshops (CAD/CAM day) The latest improvement has been creating "e-curriculum" versions of our course specific tutorials.	<ul style="list-style-type: none"> Almost daily informal meetings A collaborative project between math and CTE: "The Flat Family House" was drawn on computers in architecture, cut out, and built in the manufacturing class to illustrate the Pythagorean Theorem in math class 	Math; special education (one class is currently being taught with special ed)	
Fashion and Interior design	<ul style="list-style-type: none"> Collaboration meetings with department and other sites. 	<ul style="list-style-type: none"> Ongoing development of CTE and academic integration, Industry focused 	Weekly departmental collaboration on projects	Coordination with County ROP course	Expand fashion and Interior design to separate courses and add an internship component
	<ul style="list-style-type: none"> CDE and private industry workshops 				
Building Construction, Welding, Engineering	<ul style="list-style-type: none"> AWS conference (quarterly—local and state) Fab-tech 	<ul style="list-style-type: none"> Development of integrated curriculum and new pathways (residential construction, 	<ul style="list-style-type: none"> Regular departmental collaboration Collaboration with special ed teachers 	<ul style="list-style-type: none"> Coordination with county ROCOP Special education 	Develop Intro to Auto class as a first step in the Transportation Industry sector

	▪ West-tech	Intro to Auto)		(teachers invited in to observe in lab and classroom to understand how to support special needs students in class)	
Ag	<ul style="list-style-type: none"> ▪ CATA conference ▪ Teacher collaboration within department ▪ Working closely with private industry to align class curriculum 	Ongoing development of CTE and core state standards (science and VAPA)	Weekly department meetings to collaborate about common standards and lessons	<ul style="list-style-type: none"> ▪ Teachers within the department switch classes to teach on their strengths for that particular unit ▪ Meet with art and science teachers to align curriculum within classes 	Continue to collaborate with academic and CTE teachers, and continue to work with private industry to align courses for the work force.

8. Describe how students are being encouraged through counseling and guidance to pursue the coherent sequence of courses in the CTE program areas of their interest. (Perkins IV Section 134[b][11], EC 51228, State Plan)

Response:

What's in Place:

All CTE programs have developed four-year plans for students showing a sequence of courses that lead to two-year college, four-year college, or directly to the workplace. To reinforce the high school-college link, Tech Prep funds support counselors to visit community colleges and view career technical programs there, thus better equipping themselves to counsel students about the range of options available to them. ROP also holds meetings for counselors at Chico and Pleasant Valley High School.

Next Steps:

More discussion between CTE teachers and counselors, and presentations on the various CTE programs, would be helpful. The four-year sequences are good, but may not be shared with all students. They should be published in curriculum handbooks and publicized to all students, parents, and teachers. An even better step would be to combine these four-year sequences with the existing documents that show the path to graduation,

two-year, or four-year college. This would reinforce the idea that choosing a CTE pathway does not preclude attending any college, including four-year colleges with rigorous entrance requirements.

9. For each CTE program that will be assisted with Perkins IV funds, complete and include a Career Technical Education (CTE) Sequence of Courses worksheet that appears as the last page of the template. (Perkins IV Section 135 [b][2])

NOTE: The State Plan describes a coherent sequence of courses as a minimum of two or more CTE courses offered in a single CTE program area totaling at least 300 hours of instruction or a single multi-hour course consisting of a minimum of 300 hours of instruction. Program sequences must include a capstone course. Secondary CTE programs may include a Regional Occupation Center/Program (ROCP) course as the "capstone" course.

Response:

At the end of this Plan, a Career Technical Education (CTE) Sequence of Courses worksheet is included for each CTE program offered.

10. Linkages between secondary and postsecondary educational institutions include; California Community Colleges, State Universities, UC's, private postsecondary agencies, and apprenticeship programs.

Summarize progress made in developing formal written articulation agreements with CTE programs in grades 11-14 and with local workforce preparation systems, i.e., (WIA Boards). Include copies of any formal articulation agreements along with a current list of articulated courses making up the program of study. (Perkins IV Section 135[b][2], State Plan)

Response:

What's in place: The Chico Unified School District has linkages with Butte College, Yuba College, CSU Chico, and Butte County ROCP. Chico High has 9 articulated courses with Butte College and 3 active ROP courses, with a fourth pending approval. Pleasant Valley High has 20 active articulated courses, with one more pending approval; and 3 ROCP courses, with a fourth pending approval. All 2+2 and ROCP courses articulated through Butte are listed below; articulation agreements are attached to this application.

Chico High CTE courses articulated to Butte College courses:

<u>CHS course</u>	<u>Butte College course</u>
Animal Science	ANS 20
Speech and Debate	CMST 2
Engineering Design and CAD I	DFT 12
Architectural Design and CAD	DFT 24
Ornamental Horticulture	EH 20
Floral Design	EH 50
Advanced Studio Production	RTVF 15
General Work Experience	WKE 198

Ag Welding 1A and 1B
Project Construction

WLD 20
AET 32 (no longer offered)

Chico High ROCP courses

CHS course

ROP Networking Technology (pending approval)
ROP A+ Computer Repair
ROP Retail Sales and Services
ROP Digital Photography

Butte College course

CSCI 19
CSCI 50
FASH 99
PHO 18

Pleasant Valley High CTE courses articulated to Butte College courses:

PVHS course

Accounting I
Advanced Computers
Computer Applications
Computer Literacy
Computer Literacy/Applications
Human Development
Careers with Kids
Forensics: Speech and Debate
Engineering Design/CAD I
Architectural Design/CAD
Fashion Design
Nutrition Science
Video Production
Digital Media
Photography
Welding 1A and 1B
Culinary I

Butte College course

ACCT 20
BCIS 47
BCIS 80A, 80C, 80F, 80G
BCIS 80B, 80E
BCIS 80D
CDF 14
CDF 48
CMST 2
DFT 12
DFT 24
FASH 64
FN 2
MSP 10A
MSP 10B
PHO 2
WLD 20
FSM 106 pending

Pleasant Valley High courses articulated to Yuba College Courses:

Culinary I
Culinary II

Pleasant Valley High ROCP courses

PVHS course

ROP Building Construction
ROP Fashion Merchandising
ROP Retail Sales
ROP Welding Fabrication

Butte College course

Pending approval
FASH 64
FASH 99
WLD 20

What's Next: There are plans to apply to Fresno Community College for articulation for the course Manufacturing Design and CAM, as well as additional 2+2 agreements with Butte College.

11. Describe methods to be used to coordinate CTE services with relevant programs conducted under the WIA, ROCP, and other state or local initiatives, including

cooperative arrangements established with local workforce investment boards, and community-based organizations, in order to avoid duplication and to expand the range of and accessibility to CTE services. (State Plan)

Response:

What's in Place: Each high school campus has a Tech Prep coordinator, who facilitates the coordination of CTE services with community college, tech prep, and ROCP programs. The district enjoys a good working relationship with both Butte College and ROCP, and leverages that relationship to expand the range of CTE courses and options for students. Each ROCP program is housed on one campus or the other, avoiding duplication; students are permitted to enroll in an ROCP class at the cross-town high school.

Next Steps:

Although ROCP classes are housed on both the Chico High and Pleasant Valley High campuses, the instructors are not regularly included in staff meetings, email lists, etc. In addition, the two high schools have different bell schedules and finals schedules. This becomes an issue during finals and in transporting students to and from job sites. We will work on developing common field trip forms and a common schedule for finals, and ensuring that ROCP teachers and students feel included as a full part of the high school.

12. Indicate plans to offer additional programs of study.

Response:

We anticipate adding an automotive technology program at PV within the next two years, and most likely another program of study within the finance and business pathway. There will also be a new career pathway developed in hospitality and tourism. At Chico High, there are plans to develop a career pathway in performing arts.

13. Describe the activities related to the use of technology. Such activities may include:

- Training of career technical teachers, faculty, and administrators to use technology, which may include distance learning
- Providing CTE students with the academic and career technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields
- Encouraging schools to work with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students (Perkins IV Section 135 [b][4])

Response:

Program	Training to use technology	Providing students academic and CTE skills leading to entry into tech field	Mentorships, internships, etc.
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ACT	Teachers in the ACT program use tutorials and outside experts for training in audio and video production software such as Adobe Premiere, Protools, and Maya.	Students learn to use various video production, audio production, and animation programs. Their technology courses are linked with academic courses, so they are able to apply their technical skills; for example, seniors study film genres in English and then apply their technology skills by making a film that is representative of that genre.	Both mentorships and internships are a required component of partnership academies. All juniors in the program are placed with a career mentor, and seniors take part in internships.
Interior and fashion design		Students that would like a career in the fashion and interior design fields need high-quality math application skills. Math is used almost daily within this class. A strong science background and application also helps students understand the principles and properties of materials used in the industry, such as like fabrics, woods, metals. This enables them to understand why or why not some materials are inappropriate or appropriate applications to this industry	Students have the opportunity in the ROP Fashion Merchandising course to be placed in a retail setting for work-based instruction
i-HOST		Science and math applications are daily in the food service and hospitality industry. The more math application and understanding students can acquire, the greater career ladder opportunities open up. Motivation through applied learning is a key to keep students learning math and science	All capstone courses use extensive work-based learning and community classroom opportunities that can lead to placement. Local business partners act as mentors for classroom and industry based presentations and performances.
CAD+ at CHS Building Technology, Engineering, Welding at PV	CAD teachers annually host "CAD/CAM Day" at CHS, a day-long workshop for teachers of Manufacturing, Architecture and Engineering.	Training students in CAD and CAM is the foundation of our courses.	This is done through ROCP. Placements include AeroUnion, Transfer Flow, Wizard Manufacturing, Wiess-McNair, Thomas Welding, Jesse Machine Works, Tink Inc., Melberg and Rossetto, and Mathews-Hendriks.
Ag		Students use the control devices on greenhouse irrigation timers, and use	Technology-based businesses and internships include

		electronic microscopes in their Ag Biology classes.	Thomas Welding, Plasma Cam, and local welders.
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Section 2: Support and Services for Special Populations

NOTE: The term "Special Populations" means: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women, displaced homemakers, and individuals with limited English proficiency.

1. **Describe the extent to which CTE programs provide full and equitable participation of individuals who are members of special populations. (Perkins IV Section 135[b][9])**

Response:

What's in place: Chico Unified School District is committed to open enrollment in its programs and courses. Programs are marketed to all populations, and recruitment materials (brochures, etc.) deliberately show a cross-section of students, representing the diversity and special populations composition of the school as much as possible. Recruitment also focuses on students not traditionally represented in a particular industry sector (e.g., men in the education field, or women in industrial technology). Full and equitable participation is also ensured by providing additional support for students, such as transportation (paid for by ROCP) to internship and job sites. All students, regardless of special population status have access to curriculum. For example, each special education teacher has spent at least one period with the special ed teacher has spent at least one period with the welding and construction instructor in the lab and during class time, to give the special education teachers a better idea of how their students can participate in the program. The welding program at PV in 2008-09 directed a portion of its Perkins allotment to students with special needs.

Next steps: Develop marketing/promotion materials in Spanish and Hmong. Continue to work with special education teachers on modifications to existing standards-based CTE courses.

2. **Describe the strategies adopted to overcome the barriers that result in lowering rates of access to or lowering success in the assisted programs for special populations. (Perkins IV Section 134[b][8][A])**

Response:

What's in Place: Access to all programs is facilitated by recruitment strategies discussed in the question above. As a part of the continuous program improvement, teachers monitor the progress of students who are part of any special population and ensure that their success is equal to that of all students. If any aspect of the class or program seems to pose a barrier to success, the teachers take steps to address them, with the help of guidance counselors and appropriate specialists (including special education teachers), and the advice of our business advisory committees. In addition, barriers to success are overcome by individual teacher accommodations. As one CTE teacher stated, "there's a place for every student to fit in an industry sector. Some will be programmers and some will be operators." Teachers take student needs and abilities into account in grading, in

assignments, and in job placements—and by spending more time with individual students, whether that means more time on assignments or more time encouraging them to believe in themselves. Business and industry mentors provide another means of support for students to overcome any barriers that might be posed by their special population status.

3. **Describe in detail how CTE programs that are designed to enable special population students meet the local adjusted levels of performance will be provided. (Perkins IV Section 134[b][8][B])**

Response:

What's in place: Some examples of how specific programs are designed to enable special populations to meet local adjusted levels of performance include:

Fashion Design: Hands-on courses are very comfortable for English learners and students that need modification through IEPs. Projects are easy to modify based on individual student skill level, motivation and past experiences. Students are encouraged to challenge themselves and work toward greater mastery with each standard

CAD+: CAD+ classes have a large number of special ed, ELL, economically disadvantaged and foster kids in our program. In fact, this year one class is team-taught with a special ed teacher. The curriculum has been developed by teachers in the form of projects with E-curriculum (on-line versions of our tutorials). The tutorials have a large amount of hands-on activities, diagrams and visual aids and have been written at a level that special ed and ELL students can access while still challenging the "average" student. CAD+ teachers also employ differential grading depending on student need and ability.

i-HOST: This is an arena where hands-on skills and motivation can surpass boundaries for students with a variety of special needs. We have many students that need modifications and adjusted learning methods to meet their individual needs. We employ many teaching methods, modifications, peer tutoring, extra time, and modified curriculum, to help all students achieve to their maximum potential.

ACT: The program coordinator, an academic teacher, identifies and monitors students who are having problems, and coordinates efforts with specialists, CTE teachers, counselors, and other resources to help students be successful.

4. **Describe the planned activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. (Perkins IV Section 134[b][8][C])**

Response:

What's in Place: In CTE programs at both high schools students prepare professional portfolios. These portfolios can be used to demonstrate to future employers the skills they have obtained. A great deal of time is spent exposing students to available careers in the related profession, and providing information on what it takes (education, training,

experience) to obtain that type of employment. Job shadows, mentors and job placement can be very effective in helping students understand the profession and make contacts in the industry. Some programs at PV also utilize mastery checklists to track attainment of the skill sets that will prepare students for high-skill, high-wage or high demand occupations. At Chico High, Ag record books—with the requirement that students develop a business plan and budget and keep a running journal—serves a similar purpose. At both sites, student leadership activities help to motivate all students; for many students with special population status, these leadership activities are very important.

5. **Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations. (Perkins IV Section 134[b][9])**

Response:

What's in Place: Discrimination of any kind is not tolerated in our district or within our programs. The following exemplify some of the ways CUSD CTE (and other) staff help to help ensure that all students feel welcome and included:

- Our programs are open to **all** students and maintain a heterogeneous grouping with a representative cross section of student populations.
- In ACT, program standards derived from SCANS, which include interpersonal skills, are stressed throughout the program. Students are expected to conduct themselves adhering to these standards. All ACT instructors work with the ACT coordinator to monitor student relations and intervene when individuals or groups are singled out or discriminated against.
- The collaborative culture on both campuses as well as the teaming of academic and technical instructors promotes communication between instructors, which in turn makes it possible to more effectively address concerns including potential discrimination of any and all kinds.
- Because of the simultaneous academic and technical application focuses of our programs, we find that students that experience little success in their academic classes often excel in the technical components. This makes them technical "experts" in their peer's eyes, reducing tendencies of some students to discriminate against low-performing students.
- As we modernize our facilities, we will ensure that these improvements are compliant with ADA regulations.
- At both high schools, almost all teachers hold their Cross-Cultural Language and Development (CLAD) certificates, demonstrating that they have been trained in techniques to more effectively communicate with English learners. In addition, teachers are skilled at providing differentiated instruction, ensuring that all students feel successful with course materials.

6. **Describe strategies to identify, recruit, retain, and place male and female students who desire training for nontraditional fields. (Perkins IV Section 134[b][10])**

NOTE: Nontraditional fields are those in which one gender comprises less than 25 percent of the total number of employees. Examples: cosmetology is a nontraditional occupation for males; construction is a nontraditional occupation for females. CTE programs for these occupations are classified as nontraditional

programs.

Response:

What's in Place: As discussed in question 1, above, the use of a non-traditional students in recruitment materials and presentations is one method of recruiting and retaining non-traditional students. When instructors present about their programs at feeder schools, they are carefully to bring student speakers who are not traditionally represented in the field in terms of gender, among other ways. This helps students overcome any generalizations they might have about what kinds of students can be successful in a specific program. Instructors also bring in guest speakers who are underrepresented in terms of gender in specific industry sectors. Textbooks are often chosen to reinforce nontraditional participation: for example, in the CAD+ program texts profile women who are in the profession and includes sections that showcase related professions (e.g., interior design). Instructors in the ACE-LIFE program (education and human services), noting that they were having trouble recruiting males to the program, held a focus group to find out why. Finally, the use of mentors or job shadow placements which are themselves non-traditional addresses this area, as it helps students spend time with a professional in a non-traditional field.

Next Steps: We need to continue to "market" our program in ways that make it attractive to nontraditionally represented students. As discussed in section III, question 2 above, we currently do this through careful recruitment at middle schools with students who represent the diversity of the school as a whole; guest speakers and mentors who are non-traditionally represented; careful choice of textbooks and portrayal of nontraditionally represented students in advertising and brochures. These strategies are used in specific programs; however, we will redouble efforts to incorporate such strategies into all our CTE programs.

Section 3: Guidance and Counseling

1. **Describe how ongoing career guidance and academic counseling will be provided to students regarding CTE, including linkages to future education and training opportunities. (Perkins IV Section 134[b][11], EC Sections 51224 and 51228, State Plan)**

Response:

What's in Place: Guidance and counseling regarding future education and postsecondary opportunities is provided in many ways, including mentors, high school counselors, and CTE instructors. Linkages to postsecondary institutions, including through articulation agreements, are also an important factor in guiding students. To reinforce that high school-college link, Tech prep funds support counselors to visit community colleges and view career technical programs there, thus better equipping themselves to counsel students about the range of options available to them. ROP also holds meetings for counselors at Chico and Pleasant Valley High school. All CTE programs have developed four-year plans for students showing a sequence of courses that lead to two-year college, four-year college, or directly to the workplace. CTE teachers provide guidance and counseling, both verbally and through mentorships, internships, field trips, and job shadow. Academic teachers, particularly in partnership academies, assign career research papers to students, giving them the opportunity to explore a career in depth while also working on academic skills in English.

2. **Describe how local career guidance and academic counseling efforts are aligned with other state efforts, i.e., Senate Bill 70, 10th Grade Counseling, other counseling and guidance funds. (State Plan)**

Response:

What's in Place: Instructors provide local career guidance information in all CTE areas, both formally and informally. These efforts are aligned with other state efforts including partnership academy and SB 70 funds (which support mentorships, internships, field trips, and job shadows, all of which expose students to career areas). Local career guidance for students is also available through funds supporting the work experience program and the career center at each high school. Academic counseling efforts are supported by aligned funding from AB1802, tenth grade counseling, and general funds.

Section 4: Comprehensive Professional Development Provided to Teachers, Counselors, and Administrators

1. **Describe professional development activities for CTE teachers that go beyond those activities offered to all teachers through the use of district funds. (State Plan)**

Response:

What's in Place: Most CTE teachers attend **conferences**, both state and regional, of their professional organizations each year. These have been referenced throughout, and are summarized in question 7, chapter 3, and include the California Partnership Academies conference, the California Industrial Technology Educators' Association (CITEA), the California Agriculture Teachers' Association (CATA), and American Welding Society (AWS), and the California Drafting Technology Consortium (CDTS), among others. Teachers use a portion of their Perkins, Partnership Academies, Tech Prep, and other funds for this purpose. Besides attending state and regional workshops and conferences, the CAD+ program has annually held a "CAD/CAM" day to which they have invited industrial technology instructors from throughout the region. In addition to professional conferences, instructors also attend **industry-based training** (for example, the Restaurant Association, or Fab-Tech and West-Tech for instructors in engineering, design, and construction). Regular **collaboration**, within departments, across sites, and with academic teachers, provides another layer of professional development; embedded weekly collaboration time has facilitated this for some departments, though made it more difficult for others.

Next Steps: In developing this five-year plan, CTE teachers identified the need to meet together as a group at least twice a year.

2. **Describe the professional development activities implemented or planned for the implementation that focus on the California CTE Model Curriculum Standards and Framework. (State Plan)**

Response:

What's in Place: Departmental collaboration, mentioned above, allows CTE teachers to focus on the Model Curriculum Standards. Many teachers work with their colleagues from other communities and districts to address these standards; sessions on integrating the Model Curriculum Standards into the curriculum are held at most professional conferences mentioned above.

Next Steps: CTE teachers, in developing this plan, supported the idea of a CTE Summit to acquaint all CTE teachers with the new framework and standards, the new state plan, and to continue to monitor and revise as necessary the Perkins Plan. This Summit is still in its initial planning stages, but most agree that it would be most beneficial if it also included administration, counseling staff, and academic teachers, thus cementing the notion that CTE and academics need to be integrated in both CTE and academic classrooms.

3. **Describe the ongoing professional development initiative(s) made to effectively**

integrate and use challenging academic and CTE standards that is provided jointly with academic teachers. Include any professional development activities conducted in conjunction with secondary and postsecondary agencies. (Perkins IV Section 135[b][5][A][i])

Response:

What's in Place: At Pleasant Valley, Partnership academy teachers meet weekly for an hour, and have one release day a month for all academy classes for integrated work (PV). Teachers in this program recently completed a site visit to a model program in Riverside. Professional development on integration in conjunction with postsecondary institutions includes secondary presences on post-secondary advisory committees, and having postsecondary instructors act as judges for high school students' competitions. Evening articulation meetings also bring secondary and postsecondary instructors together around integrating curriculum. Once again, sessions at individual professional conferences also address this.

Next Steps: Not all programs and instructors have the same opportunities for this type of professional development. At Chico High, for example, a new schedule with two lunches coupled with a requirement that weekly collaboration time be course-alike only has hampered the ability of academic and CTE teachers to work together on curriculum.

4. **Describe the pre-service and in-service training provided to staff in effective teaching skills based on research that includes promising practices. (Perkins IV Section 135[b][5][A][ii])**

Response:

What's in Place: Teachers in Fashion and Interior Design, i-HOST, ACE-LIFE, and ACT have taken part in the district-level trainings in Keeping Learning on Track (KLT), dealing with the use of formative, minute-by-minute assessment. CAD+ teachers have attended the California Teachers of English Learners certification program (CTEL). Local collaboration allows a sharing of departmental best practices; local workshops such as Chico High's CAD/CAM Day provide additional research-based training in effective teaching skills.

5. **Describe the in-service and pre-service training provided to staff in effective practices to improve parental and community involvement. (Perkins IV Section 135[b][5][A][iii])**

Response:

What's in Place: Some CTE teachers have attended CDE training offered in running effective advisory boards. Trainings in this area are also addressed at state-level conferences, and strategies are shared during on-site collaboration, and more informally in discussions with cross-site counterparts.

Next Steps: Increasing the actual amount of training in this area is a goal for us. Parent and community involvement is facilitated through advisory boards, and is very strong in some programs; other programs could boost the level of involvement. We will seek out a

more systematic way to share our collective knowledge in this area, and seek additional training if necessary. This could be a topic for the proposed CTE Summit, or for regular CTE meetings.

- 6. Describe the in-service and pre-service training provided to staff in the effective use of scientifically based research and data to improve instruction. (Perkins IV Section 135[b][5][A][iv])**

Response:

What's in Place: The CUSD has embraced the notion of professional learning communities. This is reinforced through weekly collaboration time for teachers built into the school day with a focus on discussing the results of common unit assessments. Regular district wide benchmark testing also ensures that all students are making adequate progress toward the same rigorous content standards; those students who need remediation are identified through common assessments and benchmark assessments and provided academic interventions. In addition, trainings as mentioned above in Keeping Learning on Track help teachers increase their ability to use data to improve instruction.

- 7. Describe the professional development programs for teachers of CTE and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry. (Perkins IV Section 135[b][5][B])**

Response:

What's in Place: See all responses above, particularly as they relate to industry-based and professional conferences. In addition to those mentioned above, CUSD teachers and Fashion Design have attended CDE-sponsored CTE Home Economics Careers and Technology Professional Development Series; teachers in i-HOST have attended workshops on sanitation and safety sponsored by the California Restaurant Association Foundation, a food service workshop sponsored by the CDE, and a National Restaurant Association workshop at Sysco. Sessions at CITEA and AWS workshops also help instructors stay current with all aspects of their industry.

- 8. Describe the internship programs that provide relevant business experience to teachers. (Perkins IV Section 135[b][5][C])**

Response:

What's in Place: Teachers receive relevant business experience and stay current with their industry and skills through externships, where they are placed at a job site for a specified period of time. The California Restaurant Association, California Law Enforcer's Association, and Butte County Office of Education are three examples of programs with externships which have been accessed by CUSD teachers.

9. Describe the programs designed to train teachers specifically in the effective use and application of technology to improve instruction. (Perkins IV Section 135[b][5][D])

Response:

What's in Place: CTE teachers, like all teachers in the district, take advantage of workshops provided by the district and by Butte County Office of Education (CTAP) on a variety of ways to use technology to improve instruction. These include workshops on streaming, Edusoft, power point, webpage design, etc. TIMS mentors and school library/media teachers support teachers as they incorporate technology into their curriculum. CDE workshop and sessions at conferences such as CITEA provide workshops using industry-specific technologies.

Section 5: Accountability and Evaluation of Career Technical Education (CTE) Programs

1. Describe the process that will be used assess the academic and career technical performance of students participating in CTE programs. (Perkins IV Section 134[b][7], State Plan)

Response:

What's in place: To evaluate our programs' performance in terms of student outcomes, we will collect data on student performance, including

- Performance on the **California High School Exit Exam (CAHSEE)**—specifically, which students scored proficient (a score of 380 or above)
- Performance—specifically students scoring proficient and advanced—on **state content standards tests (CSTs)** in English-Language Arts (ELA) and math. We will collect data from each student's 9th, 10th, and 11th grade year. We hope that this will give a better longitudinal picture of student performance, allowing us to see how students have changed and (we hope) increased proficiency from grades 9-11).
- **Graduation rates**
- **Technical proficiency**, measured by assessments that are aligned with industry-recognized standards. CTE programs are working to include industry-based certification testing, when available, as a tool to determine program effectiveness. Teachers will also investigate implementing more industry-based certification on a program by program basis, as applicable and affordable. In all CTE programs, instructors will assess technical proficiency on state, local, or course standards using standardized proficiency testing (e.g. district computer competencies), authentic assessment (e.g. completion of a video project demonstrating specific video editing skills), or teacher-designed technical skill set assessment.

This data will be presented to the CTEAC as well as to the advisory committees for individual programs. The district committee will look at the broad picture of how CTE students are doing on academic proficiency throughout the district, and the individual advisory committees can evaluate the extent to which students are being prepared with the appropriate skills to enter the industry in each specific area.

Data on academic and technical proficiency will be used to determine the success of each program, and will be reported annually as required. If state and district targets are not met, the advisory committees will recommend changes to the Director of Categorical Programs, who will ensure that those changes are implemented and monitor their effectiveness.

2. Describe the process that will be used to evaluate and continuously improve the quality of CTE programs offered to students. What provisions are or will be in place to set priorities for local CTE program improvement and ensure alignment with the CTE Model Curriculum Standards and Framework. (Perkins IV Section 134[b][7],

Section 135[b][6], State Plan)

Response:

What's in Place: The data necessary to evaluate CTE programs is collected annually as required by Perkins and California Partnership Academies. CTE teachers have been increasingly involved in the preparation of the annual Perkins report, which offers an opportunity for them to meet and discuss continuous program improvement. This year's Perkins five-year plan is being reviewed by the CTEAC and the school board.

Next Steps: The data and results of these plans and reports could be more widely disseminated in a user-friendly format. In addition, it would be helpful to designate someone to regularly monitor the Perkins plan, and ensure that the strategies developed for continuous program improvement are being implemented according to an established timeline.

3. **Describe plans to increase the active participation of representatives from the workforce and economic development agencies including members of business, industry, and labor in planning, implementing, and evaluating funded programs. (State Plan)**

Response:

What's in Place: Currently, advisory boards (for each program, and the CTEAC) provide a range of stakeholders to plan, implement and evaluate funded programs. As mentioned in Chapter 3, question 1, this involvement is currently not as in-depth for all programs as it might be.

Next steps: Our plan to hold a CTE summit would be an excellent jumpstart to this more in-depth involvement, as it would bring these stakeholders together, provide them with information on our new Perkins plan, our new state plan and the model curriculum standards, and offer them a greater role in planning, implementing and evaluating specific programs. We anticipate that such a summit could include CTE and academic teachers, industry representatives and partners, parents, students, post-secondary representatives, community based organizations (including CARD, where students are placed for internships), counselors, site and district administration, and Butte County Office of Education and ROCP. The purpose of day would be to assess where we are with CTE, identify community need, and identify what schools can do to help support labor/community needs as well as how labor, business and the community can support schools. We would also plan time to identify with business, industry, and labor ways that they might be more fully involved in planning, implementing, and evaluating our programs.

4. **Describe the actions being taken and/or planned by the agency to ensure participation in California Longitudinal Pupil Achievement Data System (CALPADS) and California Partnership for Achieving Student Success (Cal-PASS) data systems process. (State Plan)**

Note: It is expected that CALPADS will be fully implemented beginning July 2009.

Response:

What's in Place: The Chico Unified School District is currently developing plans for full implementation of CALPADS June 2009, and Cal-PASS during the 2008-09 academic year. We are currently updating CSIS for this year; CSIS data will help us transition for total CALPADS implementation by the required date. A district team that includes the director of categorical programs and representation from educational services, business services, and information technology are working together to manage the process and get the pertinent data input into the system. Chico Unified had a planning grant for this work, so we are on the ground floor statewide in our move to implement this system.

Section 6: Use of Funds

Section 135(a) of Perkins IV states, "Each eligible recipient (LEA) of the Section 131 and 132 funds shall use these funds to improve CTE programs." Federal grant funds must supplement, or augment, and not supplant state or local funds. Federal funds may not result in a decrease of state or local funding that would have been available to conduct the activity had federal funds not been received. LEAs must be able to demonstrate that federal funds are added to the amount of state and local funds that would be made available for uses specified in this local plan.

While the regulations do not provide a definition of "program improvement," it is clear that the funds may not be used to simply maintain an ongoing program. The CDE has interpreted this requirement to mean that the funds may only be used to support activities intended to enhance the effectiveness of existing programs, modify or update existing programs, and to develop and implement new programs.

1. Describe how the Perkins IV funds supplement general funds and funds from other resources, such as School Improvement, Title I, Senate Bill 70, Proposition 1D, tenth grade counseling, other guidance and counseling and others to improve the academic and technical skills of students participating in CTE programs. (State Plan)

Response:

As identified in our 2008-09 Perkins application for funding, Perkins IV funds are used to supplement general and categorical funds. The plan identifies specific uses of Perkins IV funds to enhance curriculum, instruction, and assessment; in leadership and citizenship development (through additional support to student leadership groups); practical applications of occupation skills in work-based learning assignments (through industry site visits and postsecondary connections); professional development opportunities to enhance the qualifications and competence of our personnel; industry standard materials and equipment, include equipment and materials to accommodate for special populations; career guidance through ROCP; program promotion and outreach; and student support.

Program of Study Worksheet

This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

Industry Sector: Education and Human Services **Signature of Secondary Administrator:** _____
Career Pathway: Education **Signature of Postsecondary Administrator:** _____
Program of Study: ACE-LIFE **Date:** _____

This Program of Study is a formalized Tech Prep articulated pathway ☒ Yes ☐ No

LEVELS		GRADE	English/ Language Arts	Math	Science	Social Studies	Career Technical Education Courses	Other Required Courses or Recommended Electives	SAMPLE Occupations Relating to this Pathway
SECONDARY									Occupations Requiring Less Than a Baccalaureate Degree ▲ ▲ ▲ ▲ ▲
		9	English 9P	Algebra B, Geometry			Life Management	PE Spanish I	
		10	English 10-P	Algebra II/Geometry	Biology	World History	Human Development	Spanish II PE	
		11	American Lit 11-P	Algebra II/Trig	Chemistry	US History	Careers with Kids	Spanish III	
		12	English 12-P		Physics?	Government/Economics	HERO 12		Occupations Requiring a Baccalaureate Degree ▲ ▲ ▲ ▲ ▲
			Articulated Dual Credit courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
POSTSECONDARY		Year 13							
		Year 14							Industry recognized certifications, licenses, or Credentials related to this pathway ▲ ▲ ▲ ▲ ▲
		Year 15							
		Year 16							

3.A.1.
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Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- Identify the Industry Sector title and the Career Pathway title for each sequence.
- List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.
- Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.
- Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.

Industry Sector: Arts, Media and Entertainment

Career Pathway: Media and Design Arts (ACT program)

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses		Course Level		Primary Funding Source		Perkins Funded	Total Duration
Name of Course	Intro.	Concentration	Capstone	District/GOE	ROCP	Yes or No	(In hours)
Computer Technology Foundations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	yes	180
Introduction to Electronic Media	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	yes	180
Advanced Media Projects	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	yes	180
Literature and Film / Studio Productions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	yes	180
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-2009 program year**

Industry Sector: Agriculture and Natural Resources **Occupational Program Title:** Agricultural Mechanics

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses		Course Level		Primary Funding Source		Perkins Funded*	Total Duration
Name of Course	Intr o.	Concentrati on	Capstone	District/C OE	ROCP	Yes or No	(In hours)
Beginning Agricultural Welding	X			X		Y	180
Ag. Project Construction		X		X		Y	180
Agriculture Equipment Fabrication		X	X		X	Y	360

*We have indicated "Perkins-funded" on courses which Perkins funds are used to enhance, even though the primary funding source for these courses is the district and/or ROCP, as indicated.

**Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-2009 program year**

Industry Sector: Agriculture and Natural Resources **Occupational Program Title:** Agriscience

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses		Course Level		Primary Funding Source		Perkins Funded*	Total Duration
Name of Course	Intr o.	Concentrati on	Capstone	District/C OE	ROCP		
Introduction to Agriculture	X			X		Y	180
Agriculture Biology		X	X	X		Y	180
Agriculture Government/Economics		X	X	X		Y	180
Plant Science	X	X		X		Y	180
Environmental Horticulture I		X		X		Y	180

*We have indicated "Perkins-funded" on courses which Perkins funds are used to enhance, even though the primary funding source for these courses is the district and/or ROCP, as indicated.

**Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-2009 program year**

Industry Sector: Agriculture and Natural Resources **Occupational Program Title:** Environmental Horticulture

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses		Course Level		Primary Funding Source		Perkins Funded*	Total Duration
Name of Course	Intr. O.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Introduction to Agriculture	X			X		Y	180
Plant Science	X	X		X		Y	180
Environmental Horticulture I		X		X		Y	180
Environmental Horticulture II			X	X		Y	180
Agricultural Government/Economics		X	X	X		Y	180

*We have indicated "Perkins-funded" on courses which Perkins funds are used to enhance, even though the primary funding source for these courses is the district and/or ROCP, as indicated.

**Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-2009 program year**

Industry Sector: Education and Human Services **Occupational Program Title:** Education, Child Development and Human Services

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses		Course Level		Primary Funding Source		Perkins Funded*	Total Duration
Name of Course	Intr o.	Concentrati on	Capstone	District/C OE	ROCP	Yes or No	(In hours)
Life Management	X			X		Y	180
Human Development		X		X		Y	180
Careers with Kids			X	X		Y	180
HERO in Human Service			X	X		Y	180

*We have indicated "Perkins-funded" on courses which Perkins funds are used to enhance, even though the primary funding source for these courses is the district and/or ROCP, as indicated.

**Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-2009 program year**

Industry Sector: Fashion and Interior Design Occupational Program Title: Fashion and Interior Design and Merchandising

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded* Yes/No	Duration (Total hours)
	Intro	Concentration	Capstone	District/COE	ROCP		
Life Management	X			X		Y	180
Fashion and Interior Design		X		X		Y	180
Fashion Merchandising			X		X	Y	360
Retail Sales			X		X	Y	360

*We have indicated "Perkins-funded" on courses which Perkins funds are used to enhance, even though the primary funding source for these courses is the district and/or ROCP, as indicated.

**Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-2009 program year**

Industry Sector: Hospitality, Tourism and Recreation **Occupational Program Title:** Food Services, Nutrition, Hospitality and Tourism

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded* Yes/No	Duration (Total hours)
	Intro	Concentration	Capstone	District/COE	ROCP		
Life Management	X			X		Y	180
Nutrition and Food Science		X		X		Y	180
Culinary I		X		X		Y	180
Culinary II			X		X	Y	360

*We have indicated "Perkins-funded" on courses which Perkins funds are used to enhance, even though the primary funding source for these courses is the district and/or ROCP, as indicated.

Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-09 program year

Program Name: Architectural Design & CAM Number of sites conducting this program: 2

Sequence of Courses		Course Level			Primary Funding Source		Perkins Funded	Duration (Total hours)
Name of Course	Intro	Concentration	Capstone	District/COE	ROCP	Yes/No	180	
Architectural Design & CAD 1	X			X		Y	180	
Architectural Design & CAD 2		X		X		Y	180	
Architectural Design & CAD 3		X		X		Y	180	
Architectural Design & CAD 4			X	X		Y	180	
ROP CAD Drafting			X		X	Y	360	

Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-09 program year

Program Name: Engineering Design & CAD Number of sites conducting this program: 2

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes/No	Duration (Total hours)
	Intro	Concentration	Capstone	District/COE	ROCP		
Engineering Design & CAD 1	X			X		Y	180
Engineering Design & CAD 2		X		X		Y	180
Engineering Design & CAD 3		X		X		Y	180
Engineering Design & CAD 4			X	X		Y	180
ROP CAD Drafting			X		X	Y	360

**Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-09 program year**

Program Name: Manufacturing Design & CAM **Number of sites conducting this program:** 1

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes/No	Duration (Total hours)
	Intro	Concentration	Capstone	District/COE	ROCP		
Manufacturing Design & CAM 1	X			X		Y	180
Manufacturing Design & CAM 2		X	X	X		Y	180
Manufacturing Design & CAM 3		X	X	X		Y	180

Identification of the CTE sequence of courses to be assisted with Perkins IV funds during the 2008-2009 program year

Industry Sector: Manufacturing and Product Development Technology

Occupational Program Title: Welding

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses		Course Level		Primary Funding Source		Perkins Funded*	Total Duration
Name of Course	Intr o.	Concentrati on	Capstone	District/C OE	ROCP	Yes or No	(In hours)
Intro to technology	X			X		No	90
Welding Technology I		x		x		Yes	180
Welding Technology II		X	X	X		Yes	180
ROP Welding/Welding Fabrication			X		X	Yes	360

*We have indicated "Perkins-funded" on courses which Perkins funds are used to enhance, even though the primary funding source for these courses is the district and/or ROCP, as indicated.

**Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-2009 program year**

Industry Sector: Engineering and Design **Occupational Program Title:** Architectural Design & CAD

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses		Course Level		Primary Funding Source		Perkins Funded*	Total Duration
Name of Course	Intr o.	Concentrati on	Capstone	District/C OE	ROCP		
Architectural Design & CAD 1	X			X		Yes	180
Architectural Design & CAD 2		x		x		Yes	180
Architectural Design & CAD 3		x		x		Yes	180
Architectural Design & CAD 4			X	X		Yes	180
ROP CAD Drafting			X		X	Yes	360

*We have indicated "Perkins-funded" on courses which Perkins funds are used to enhance, even though the primary funding source for these courses is the district and/or ROCP, as indicated.

Identification of the CTE sequence of courses to be assisted with Perkins IV funds during the 2008-2009 program year

Industry Sector: Engineering and Design Occupational Program Title: Engineering Design and CAD

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses		Course Level		Primary Funding Source		Perkins Funded*	Total Duration
Name of Course	Intro	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Engineering Design & CAD 1	X			X		Yes	180
Engineering Design & CAD 2		X		X		Yes	180
Engineering Design & CAD 3		X		X		Yes	180
Engineering Design & CAD 4			X	X		Yes	180
ROP CAD Drafting			x		x	Yes	360

*We have indicated "Perkins-funded" on courses which Perkins funds are used to enhance, even though the primary funding source for these courses is the district and/or ROCP, as indicated.

**Identification of the CTE sequence of courses to be assisted with
Perkins IV funds during the 2008-2009 program year**

Industry Sector: Building Trades and Construction Occupational Program Title: Construction Technology

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses		Course Level		Primary Funding Source		Perkins Funded*	Total Duration
Name of Course	Intr o.	Concentrati on	Capstone	District/C OE	ROCP	Yes or No	(In hours)
Intro to Technology	X			X		N	90
Architectural Design and Cad		X		X		Y	180
Intro to Building Construction			X	X		Y	180
ROP Building Construction			X		X	Y	360

*We have indicated "Perkins-funded" on courses which Perkins funds are used to enhance, even though the primary funding source for these courses is the district and/or ROCP, as indicated.

PROPOSED AGENDA ITEM: Board Policy 5030, Student Wellness

Prepared by: Tanya Harter, Interim Director

☐ Consent

Board Date October 29, 2008

☒ Information Only

☐ Discussion/Action

Background Information

Board Policy 5030, Student Wellness, is referenced in Board Policies being reviewed tonight. It has been included to ensure consistency of our Board Policies.

Educational Implications

Fiscal Implications



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Student Wellness

The Governing Board of Chico Unified School District (CUSD) recognizes the link between student health and learning. Children and youth that begin each day as healthy individuals are more receptive to the learning experience and more likely to succeed now and in the future. Further, the Board also believes that a healthy staff can more effectively perform their job responsibilities, and model appropriate wellness behaviors to students. This policy encourages a comprehensive approach to school and community wellness and addresses the components of the Coordinated School Health program as recommended by the California Department of Education and the Department of Health Services. CUSD is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

It is the policy of CUSD that schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Student Wellness Services

Student Wellness Services include Health Counseling, Psychological and Social Services. The Board supports effective wellness programs that will facilitate positive learning and instill healthy behaviors.

The Board supports school facilities that are designed to provide a safe, secure physical plant as well as a healthy and supportive environment that fosters learning and overall well-being.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3514 - Environmental Safety)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.6 - Student Health and Social Services)
(cf. 5142 - Safety)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)
(cf. 6164.2 - Guidance/Counseling Services)

The Board's policy related to student wellness was developed with the involvement of parents/guardians, students, school food service professionals, school administrators, Board representatives, and members of the public. (42 USC 1751 Note)

District Wellness Advisory Council

The Superintendent or his/her designee shall convene an advisory and oversight committee consisting of school-site administrators, health professionals, teachers, nutrition services staff, physical education instructors, parents

Policy Adopted: 1/16/08



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and students to evaluate policy implementation. The committee will report to the Board of Education about implementation of the policy as required by law.

(cf. 9140 - Board Representatives)

Nutrition Education and Physical Activity Goals

The Board shall adopt goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the district determines appropriate. (42 USC 1751 Note)

The district's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)

Nutrition education shall be provided as part of the health education program in grades K-12 and, as appropriate, shall be integrated into core academic subjects and offered through before- and after-school programs.

(cf. 6142.8 - Comprehensive Health Education)

CUSD will provide all students in grades K-12 the opportunity, support, and encouragement to be physically active on a regular basis through physical education instruction and/or physical activity programs.

Integrated Nutrition Education

Integrated Nutrition education in CUSD aims to teach, encourage and support healthy eating by students. Teachers will work toward incorporating nutrition education into their instruction. At the secondary school level it is recommended that subject appropriate teachers incorporate nutrition education into their instruction.

Integrated nutrition education will provide students with the knowledge and skills necessary to promote and protect their health.

Physical Education and Physical Activity

All students in grades K-12 shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, extracurricular programs, before- and after-school programs, and other structured and unstructured activities.

Physical education is a planned sequential program of curricula and instruction that helps students develop the knowledge, skills, and confidence necessary for an active lifestyle. Physical activity programs may provide participants with structured activity (games, sports, etc.), unstructured activity (walking programs, dance, etc.), or opportunities to participate in physical activity in the daily routine (walk-to-school programs, etc.).

Besides promoting high levels of personal achievement and a positive self-image, Physical Education activities should teach students how to cooperate in the achievement of common goals.

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(cf. 6142.7 - Physical Education)
(cf. 6145 - Extracurricular and Co-curricular Activities)
(cf. 6145.2 - Athletic Competition)

Staff Wellness

The Superintendent or designee shall encourage staff to serve as positive role models. He/she shall promote and may provide opportunities for regular physical activity among employees.

Professional development may include instructional strategies that assess health knowledge and skills and promote healthy behaviors.

(cf. 4131- Staff Development)
(cf. 4331- Staff Development)

Family and Community Involvement

The Board believes that family and community involvement and collaboration are key elements in supporting the healthy development of youth and their families. Long-term partnerships with diverse community groups are encouraged. The Board recommends partnerships that will promote health education activities for parents/guardians and community members.

To encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the district or school web site, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

(cf. 1113 - District and School Web Sites)
(cf. 6020 - Parent Involvement)

The Board discourages the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, or other means.

(cf. 1325 - Advertising and Promotion)

Nutrition Guidelines for Foods Available at School

The Board shall adopt nutrition guidelines selected by the district for all foods available on each campus during the school day, with the objectives of promoting student health and reducing childhood obesity. (42 USC 1751 Note)

The Board believes that foods and beverages available to students at district schools should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for all foods and beverages sold to students on campus, including foods and beverages provided through the district's food service program, student stores, vending machines, fundraisers, or other venues, shall meet or exceed state and federal nutrition standards.



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(cf. 3312 - Contracts)
(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3554 - Other Food Sales)
(cf. 5148 - Child Care and Development)
(cf. 6300 - Preschool/Early Childhood Education)

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

(cf. 1230 - School-Connected Organizations)

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties and by limiting foods or beverages that do not meet nutritional standards to no more than one food or beverage per party. Class parties or celebrations shall be held after the lunch period when possible.

Guidelines for Reimbursable Meals

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779(a) and (b), as they apply to schools. (42 USC 1751 Note)

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs, to the extent possible.

(cf. 3553 - Free and Reduced Price Meals)

Program Implementation and Evaluation

The Board shall establish a plan for measuring implementation of the policy. The Superintendent shall designate at least one person within the district and at each school who is charged with operational responsibility for ensuring that the school sites implement the district's wellness policy. (42 USC 1751 Note)

(cf. 0500 - Accountability)

The following indicators will be used to measure the implementation of the wellness policy districtwide and at each district school. These measures shall include, but not be limited to, an analysis of the nutritional content of meals served; student participation rates in school meal programs; sales of non-nutritious foods and beverages in fundraisers or other venues outside the district's meal programs; and feedback from food service personnel, school administrators, the school health council, parents/guardians, students, and other appropriate persons.

The Superintendent or designee shall report to the Board at least every two years on the implementation of this policy and any other Board policies related to nutrition and physical activity.



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Assessment and Monitoring of the Wellness Policy

Representatives of the school district shall develop a plan for implementing the district wellness policy and measuring implementation of that policy. The district superintendent or designee shall designate at least one person from the administration, and one from Nutrition Services within CUSD that is charged with operational responsibility for ensuring that the school sites implement the adopted local wellness policy.

Posting Requirements

Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (Education Code 49432)

Each school shall also post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education.

Legal Reference:

EDUCATION CODE

49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001
49490-49493 School breakfast and lunch programs
49500-49505 School meals
49510-49520 Nutrition
49530-49536 Child Nutrition Act
49540-49546 Child care food program
49547-49548.3 Comprehensive nutrition services
49550-49560 Meals for needy students
49565-49565.8 California Fresh Start pilot program
49570 National School Lunch Act
51222 Physical education
51223 Physical education, elementary schools

CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organizations
15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769 National School Lunch Program, especially:
1751 Note Local wellness policy
1771-1791 Child Nutrition Act, including:
1773 School Breakfast Program
1779 Rules and regulations, Child Nutrition Act

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

Policy Adopted: 1/16/08



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220.1-220.21 National School Breakfast Program
Management Resources:

CSBA POLICY BRIEFS

The New Nutrition Standards: Implications for Student Wellness Policies, November 2005

CSBA PUBLICATIONS

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Healthy Children Ready to Learn, January 2005

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

Physical Education Framework for California Public Schools, Kindergarten Through Grade 12, 1994

CENTERS FOR DISEASE CONTROL PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide for Elementary and Middle/High Schools, 2004

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (NASBE) PUBLICATIONS

Fit, Healthy and Ready to Learn, 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, 2005

Team Nutrition, Food and Nutrition Services, Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Department of Health Services: <http://www.dhs.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>

Centers for Disease Control and Prevention (CDC): <http://www.cdc.gov>

Dairy Council of California: <http://www.dairycouncilofca.org>

National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>

National Association of State Boards of Education: <http://www.nasbe.org>

National School Boards Association: <http://www.nsba.org>

School Nutrition Association: <http://www.schoolnutrition.org>

Society for Nutrition Education: <http://www.sne.org>

U.S. Department of Agriculture: http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_steps.html

PROPOSED AGENDA ITEM: Board Policy Adoptions

Prepared by: Kelly Staley, Superintendent

☐ Consent

Board Date October 29, 2008

☐ Information Only

☒ Discussion/Action

Background Information

In order to govern effectively, Districts are required to have accurate and up-to-date Board Policies. By law, Districts are mandated to adopt many policies to ensure legal compliance. Working in conjunction with California School Boards Association (CSBA) Policy Services, CUSD continues to update and revise Board Policies to ensure CUSD is legally compliant. This set of policies will conclude our transition to CSBA-based policies.

Educational Implications

Up-to-date policies provide clarity to the expectations for students, parents, and staff.

Fiscal Implications

CUSD is required to have up-to-date and legally compliant policies. Failure to have such policies in place jeopardizes funding opportunities, especially in regards to Categorical dollars.



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Philosophy

As part of its responsibility to guide the district, the Governing Board shall adopt a set of fundamental principles which describes the district's beliefs and values. The Board and district staff shall incorporate this philosophy in district programs and activities.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 9000 - Role of the Board)

It is the philosophy of the district that:

1. All students can learn and succeed.
2. Every student in the district, regardless of gender, sexual identity, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential.
3. The future of our community and nation depends on students possessing the skills to be lifelong learners and effective, contributing members of society.
4. A safe, nurturing environment is necessary for learning.
5. Parents/guardians have a right and an obligation to participate in their child's schooling.
6. The ability of children to learn is affected by social, health and economic conditions and other factors outside the classroom.
7. Early identification of student learning and behavioral difficulties contribute to student success.
8. Students and staff respond positively to high expectations and recognition for their accomplishments.
9. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.
10. The diversity of the student population and staff enriches the learning experience for all students.
11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.
12. A high level of communication, trust, respect and teamwork among Board members, the Superintendent, and district staff contributes to effective decision making.
13. The community provides an essential resource to the educational program.
14. Effective communication with all stakeholders helps build support for the schools.
15. Accountability for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.

Legal Reference:

EDUCATION CODE

51002 Local development of programs based on stated philosophy and goals

51019 Definition of philosophy

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

Policy Adopted:



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SCHOOL ACCOUNTABILITY REPORT CARD

The Governing Board shall annually issue a school accountability report card for each school site. (Education Code 35256)

Such report cards shall be designed to inform parents/guardians and the community about each school and to help provide data by which parents/guardians can make meaningful comparisons between schools.

The Superintendent or designee shall maintain a process for developing annual report cards for each school site. The Superintendent or designee shall develop strategies for communicating the information contained in the cards to all stakeholders.

(cf. 0420 - School Plans/Site Councils)

(cf. 0500 - Accountability)

(cf. 1112 - Media Relations)

(cf. 6190 - Evaluation of the Instructional Program)

Notification

The Board shall publicize the issuance of school accountability report cards and notify parents/guardians that a paper copy will be provided upon request. On or before February 1 of each year, the Superintendent or designee shall make the SARCs available in paper copy and on the Internet. (Education Code 35256)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall ensure that the information contained in the school accountability report card is accessible on the Internet and that the information is updated annually. (Education Code 35258)

Legal Reference:

EDUCATION CODE

1240 County superintendent, general duties

17002 Definition, including good repair

17014 Plan for building maintenance

17032.5 Portable classroom maintenance

17070.15 School Facilities Act; definitions

17089 Portable classroom maintenance

33126 School Accountability Report Card

33126.1 School Accountability Report Card model template

33126.15 School Accountability Report Card template

33126.2 Secretary of Education school accountability report card study

35256 School Accountability Report Card

35256.1 Information required in the School Accountability Report Card

35258 Internet access to the School Accountability Report Card

41409 Calculation of statewide averages

41409.3 Salary information required in the School Accountability Report Card

46112 Minimum school day for grades 1, 2 and 3

46113 Minimum school day for grades 4 through 8

46117 Minimum kindergarten school day

46141 Minimum school day (high school)

51225.3 Requirements for graduation

52052 Academic performance index

52053 Immediate intervention/underperforming schools program

Policy Adopted: July 18, 2007



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Philosophy/Goals/
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52056 Meeting growth targets

60119 Textbook sufficiency

60600-60618 General provisions

60640-60648 Standardized testing and reporting program

60800 Physical fitness testing

60850 High school exit examination

60851 High school exit examination

CALIFORNIA CONSTITUTION

Article 16, Section 8.5(e) Allocations to State School Fund

UNITED STATES CODE, TITLE 20

6311 State plans

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Report Cards, September 12, 2003

WEB SITES

CSBA, SARC Select: <http://www.csba.org/ds/SARC.htm>

California Department of Education, School Accountability Report Card: <http://www.cde.ca.gov/ta/ac/sa>

U.S. Department of Education, No Child Left Behind Act: <http://www.nclb.gov>



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COMMUNICATION WITH THE PUBLIC

The Board of Education appreciates the importance of community involvement and therefore shall strive to keep the community informed of developments within the school system in timely and understandable ways.

The Superintendent or designee shall strive to keep the public aware of the programs, achievements and needs of our schools. The Superintendent or designee shall utilize a variety of communication methods in order to provide the public with adequate access to information. Such methods may include, but not be limited to, district and school newsletters, mailings, the district and school web sites, direct email communications, recorded telephone messages for parent/guardian information, school accountability report cards, community forums and public events, notices sent home with students, and news releases and meetings with editorial boards. Members of the community shall have opportunities to become involved in the schools and to express their interests and concerns.

(cf. 0510 – School Accountability Report Card)

(cf. 1113 – District and School Web Sites)

(cf. 5145.6 – Parental Notifications)

Mass Mailings or Distributions

The Board recognizes that state law prohibits mass mailings or distributions at public expense which aggrandize elected officers. The name, signature or photograph of an elected district officer may be included in such materials only as permitted by 2 CCR 18901.

Legal Reference:

EDUCATION CODE

35172 Promotional activities

GOVERNMENT CODE

82041.5 Mass mailing

89001 Newsletter or mass mailing

CODE OF REGULATIONS, TITLE 2

18901 Mass mailings sent at public expense



School-Connected Organizations

The Governing Board recognizes that parents/guardians and community members may wish to organize parent organizations and/or booster clubs for the purpose of supporting district and extracurricular programs. The Board appreciates the contributions made by such organizations and encourages their interest and participation in supporting district activities and helping to achieve the district's vision for student learning.

(cf. 0200 - Goals for the School District)
(cf. 6020 - Parent Involvement)

The Board recognizes that school-connected organizations are separate legal entities, independent of the district.

(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 1330 - Use of School Facilities)
(cf. 3452 - Student Activity Funds)

The Board encourages school-connected organizations to consider the impact of fund-raising activities on the overall school and district program. School-connected organizations shall consult with the principal to determine school needs and priorities. Activities by school-connected organizations shall not conflict with law, Board policies, administrative regulations, or any rules of the sponsoring school.

(cf. 3290 - Gifts, Grants and Bequests)
(cf. 3554 - Other Food Sales)
(cf. 5030 - Student Wellness)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex
35160 Authority of governing boards
38130-38138 Civic Center Act, use of school property for public purposes
48931 Authorization for sale of food by student organization
48932 Authorization for fund-raising activities by student organization
49431 Sale of food to elementary students during the school day
49431.2 Sale of food to middle, junior, or high school students
49431.5 Sale of beverages at elementary, middle, or junior high schools
51520 Prohibited solicitation on school premises
51521 Fund-raising project

BUSINESS AND PROFESSIONS CODE

17510-17510.95 Solicitations for charitable purposes
25608 Alcohol on school property; use in connection with instruction

GOVERNMENT CODE

12580-12599.7 Fundraisers for Charitable Purposes Act

PENAL CODE

319-329 Lottery, raffle

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs
15500 Food sales in elementary schools

15501 Food sales in high schools and junior high schools

CODE OF REGULATIONS, TITLE 11

300-312.1 Fundraising for charitable purposes

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UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

COURT DECISIONS

Serrano v. Priest, (1976) 18 Cal. 3d 728

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

1101.89 School District Liability and "Hold Harmless" Agreements, LO: 4-89

WEB SITES

CSBA: <http://www.csba.org>

California Office of the Attorney General, charitable trust registry: <http://caag.state.ca.us/charities>

California State PTA: <http://www.capta.org>

Policy Adopted:



Volunteer Assistance

The Governing Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with students. Volunteer assistance in schools enriches the educational program, enhances supervision of students and contributes to school safety while strengthening the schools' relationships with the community. The Board also encourages community members to serve as mentors providing support and motivation to students.

(cf. 1000 - Concepts and Roles)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)
(cf. 6171 - Title I Programs)

The Superintendent or designee shall develop and implement a plan for recruiting, screening and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. He/she may also recruit community members to serve as mentors and/or make appropriate referrals to community organizations.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The Superintendent or designee shall establish procedures to protect the safety of students and adults. These procedures shall include laws related to tuberculosis testing and may also include laws related to criminal record checks.

Volunteers shall be provided with information about school goals, programs and practices and shall receive an orientation and other training related to their specific responsibilities as appropriate. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that capitalize on their skills and expertise and maximize their contribution to the educational program.

Volunteers shall act in accordance with district policies, regulations and school rules. At their discretion, employees who supervise volunteers may ask any volunteer who violates school rules to leave the campus. Employees also may confer with the principal or designee regarding any such volunteers. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3515.2 - Disruptions)

Volunteer maintenance work shall be limited to those projects that do not replace the normal maintenance duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school, do not significantly increase maintenance workloads and comply with employee commitments and contracts.

Volunteer aides shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021)



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The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

The Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.

Legal Reference:

EDUCATION CODE

35021 Volunteer aides

35021.1 Automated records check

44010 Sex offense; definition

44227.5 Classroom participation by college methodology faculty

44814-44815 Supervision of students during lunch and other nutrition periods

45125 Fingerprinting requirements

45340-45349 Instructional aides

45360-45367 Teacher aides

49406 Examination for tuberculosis

GOVERNMENT CODE

3100-3109 Oath or affirmation of allegiance

3543.5 Prohibited interference with employees' rights

HEALTH AND SAFETY CODE

1596.871 Fingerprints of individuals in contact with child day care facility clients

LABOR CODE

3364.5 Persons performing voluntary services for school districts

PENAL CODE

290 Registration of sex offenders

290.4 Information re sex offenders

CODE OF REGULATIONS, TITLE 22

101170 Criminal record clearance

101216 Health screening; volunteers in child care centers

UNITED STATES CODE, TITLE 20

6319 Qualifications and duties of paraprofessionals, Title I programs

ATTORNEY GENERAL OPINIONS

62 Ops. Cal. Atty. Gen. 325 (1979)

COURT DECISIONS

Whisman Elementary School District, 15 Public Employee Reporter for California, 22043

Management Resources:

NATIONAL PTA PUBLICATIONS

National Standards for Parent/Family Involvement Programs, 1997

Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs, 2000

WEB SITES

California PTA: <http://www.capta.org>

National PTA: <http://www.pta.org>

California Partners in Education: <http://www.capie.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

U.S. Department of Education, Partnership for Family Involvement in Education: <http://pfie.ed.gov>

CDE: <http://www.cde.ca.gov>

California Department of Justice, Megan's Law mapping:

<http://www.meganslaw.ca.gov>

(2/95 10/96) 7/02

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Solicitation of Funds from and by Students

The Governing Board recognizes that student participation in fund-raising activities for the schools and nonprofit, nonpartisan charitable organizations can help develop a sense of social responsibility in students, enhance the relationship between the school and community, and contribute to the improvement of the school program.

(cf. 1325 - Advertising and Promotion)
(cf. 4135/4235/4335 - Soliciting and Selling)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 6142.4 - Service Learning/Community Service Classes)

Whether solicitations are made on behalf of the school or on behalf of a charitable organization, students shall not be barred from an event or activity because they did not participate in fund-raising. Potential donors, including parents/guardians and members of the community, should not be unduly pressured to contribute to the school system or charitable organizations. Staff is expected to emphasize the fact that donations are always voluntary.

The Superintendent or designee shall ensure that parents/guardians are informed of the purpose of fund-raisers.

Solicitations on Behalf of the School

With the prior written approval of the Superintendent or designee, official school-related organizations may organize fund-raising events involving students.

(cf. 0420 - School Plans/Site Councils)
(cf. 1230 - School-Connected Organizations)
(cf. 1260 - Educational Foundation)
(cf. 3290 - Gifts, Grants and Bequests)
(cf. 3554 - Other Food Sales)

Legal Reference:

EDUCATION CODE

51520 Prohibited solicitations on school premises

51521 Unlawful solicitations of contribution or purchase of personal property for benefit of public school or student body; exception

BUSINESS AND PROFESSIONS CODE

17510-17510.95 Charitable solicitations

PENAL CODE

319-329 Raffles

REVENUE AND TAX CODE

6361 Sales tax exemption for certain sales

CODE OF REGULATIONS, TITLE 8

11706 Dangerous activities and occupations

Management Resources:

CSBA PUBLICATIONS

Healthy Food Policy Resource Guide, 2003

ATTORNEY GENERAL PUBLICATIONS

Guide to Charitable Solicitation, 1999

Attorney General's Guide for Charities, 1988

WEB SITES

Office of the Attorney General: <http://caag.state.ca.us>

Policy Adopted:



ADVERTISING AND PROMOTION

The Governing Board desires to promote positive relationships between schools and the community in order to enhance community support and involvement in district schools. The Superintendent or designee may approve:

1. Distribution of noncommercial materials that publicize services, special events, public meetings or other items of interest to students or parents/guardians

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6145.5 - Student Organizations and Equal Access)
(cf. 6162.8 - Research)

2. Distribution of promotional materials of a commercial nature to students or parents/guardians

(cf. 1700 - Relations Between Private Industry and the Schools)

3. Paid advertisements on school property, including but not limited to billboard advertisements
4. Paid advertisements in school-sponsored publications, yearbooks, announcements and other school communications

(cf. 1113 - District and School Web Sites)

5. Products and materials donated by commercial enterprises for use in the classroom, as long as they serve an educational purpose and do not unduly promote any commercial activity or products. Such materials may bear the name and/or logo of the donor.

(cf. 3290 - Gifts, Grants and Bequests)
(cf. 6161.11 - Supplementary Instructional Materials)

Prior to distribution or publication, the Superintendent, principal or designee shall review and approve all advertising copy and promotional materials to ensure compliance with Board policy.

The Superintendent, principal or designee may selectively approve or disapprove distribution of materials or publishing of copy based on the criteria listed below, but may not disapprove materials or copy in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that would otherwise be allowed.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

The use of promotional materials or advertisements does not imply district endorsement of any identified products or services. Schools are encouraged to include a disclaimer in school publications and yearbooks stating that the school does not endorse any advertised products or services.



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Criteria for Approval

The Superintendent, principal or designee shall not accept for distribution any materials or advertisements that:

1. Are obscene, libelous or slanderous (Education Code 48907)
2. Incite students to commit unlawful acts, violate school rules or disrupt the orderly operation of the schools (Education Code 48907)
3. Promote any particular political interest, candidate, party or ballot measure, unless such materials are being distributed at a forum in which candidates or advocates from all sides are presenting their views to the students during school hours or during events scheduled pursuant to the Civic Center Act

(cf. 1160 - Political Processes)

(cf. 1330 - Use of School Facilities)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

4. Discriminate against, attack or denigrate any group on account of any unlawful consideration

(cf. 0410 - Nondiscrimination in District Programs and Activities)

5. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including but not limited to materials or advertisements for tobacco, intoxicants, and movies or products unsuitable for children

6. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy

(cf. 1321 - Solicitation of Funds from and by Students)

7. Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee also may consider the educational value of the materials or advertisements, the age or maturity of students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit the students or are of intrinsic value to the students or their parents/guardians.

(cf. 0000 - Vision)

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks. Such criteria may limit advertisements to those that contain congratulatory or commemorative messages, curriculum-related content, advertisements for products or services of interest to students, noncontroversial content, and/or other content deemed appropriate by the school publication staff and adviser in accordance with law and Board policy.

Legal Reference:

EDUCATION CODE

7050-7058 Political activities of school officers and employees

35160 Authority of governing boards

35160.1 Broad authority of school districts

35172 Promotional activities

38130-38138 Civic Center Act

Policy Adopted:



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48907 Student exercise of free expression

BUSINESS AND PROFESSIONS CODE

25664 Advertisements encouraging minors to drink

U.S. CONSTITUTION

Amendment 1, Freedom of speech and expression

COURT CASES

DiLoreto v. Downey Unified School District, (1999) 196 F.3d 958

Yeo v. Town of Lexington, (1997) U.S. First Circuit Court of Appeals, No. 96-1623

Henry v. School Board of Colorado Springs, (D.Col. 1991) 760 F.Supp. 856

Bright v. Los Angeles Unified School District, (1976) 134 Cal. Rptr. 639, 556 P.2d 1090, 18 Cal. 3d 350

Lehman v. Shaker Heights, (1974) 418 U.S. 298

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USE OF SCHOOL FACILITIES

The Board of Education recognizes that district facilities and grounds are a community resource and authorizes their use by community groups for purposes provided for in the Civic Center Act when such use does not interfere with school activities.

(cf. 6145.5 - Student Organizations and Equal Access)

All school-related activities shall be given priority in the use of facilities and grounds under the Civic Center Act. Thereafter, the use shall be on a first-come, first-served basis.

The Superintendent or designee shall maintain procedures and regulations for the use of school facilities and grounds that: (Education Code 38133)

1. aid, encourage and assist groups desiring to use school facilities for approved activities;
2. preserve order in school buildings and on school grounds and protect school facilities, designating a person to supervise this task, if necessary; and
3. ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work.

Fees

The Board shall grant the use of school facilities or grounds without charge to school-related organizations whose activities are directly related to or for the benefit of district schools. Other groups requesting the use of school facilities under the Civic Center Act shall be charged at least direct costs.

Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the District's students. (Education Code 38134)

Legal Reference:

EDUCATION CODE

10900-10914.5 Community recreation programs

38130-38138 Civic Center Act: use of school property for public purposes

BUSINESS AND PROFESSIONS CODE

25608 Alcoholic beverage on school premises

UNITED STATES CODE, TITLE 20

7905 Equal access to public school facilities

COURT DECISIONS

Good New Club v. Milford Central School, (2001) 533 U.S. 98

Lamb's Chapel v. Center Moriches Union Free School District, (1993) 508 U.S. 384

Cole v. Richardson, (1972) 405 U.S. 676

Connell v. Higgenbotham, (1971) 403 U.S. 207

ACLU of So. Calif. v. Board of Education of Los Angeles, (1961) 55 Cal.2d 167

Ellis v. Board of Education, (1945) 27 Cal.2d 322

ATTORNEY GENERAL OPINIONS

82 Ops. Cal. Atty Gen. 90 (1999)

79 Ops. Cal. Atty Gen. 248 (1996)

Management Resources:

CDE LEGAL ADVISORIES

1101.89 School District Liability and "Hold Harmless" Agreements, LO: 4-89



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Relations Between Private Industry And The Schools

The Governing Board recognizes that private industry and the schools have a mutual interest in maximizing student achievement in order to prepare students to be productive citizens and contribute to the economic health of the community. The Board shall encourage local business involvement in efforts that support the goals of the district and promote the academic, social, and physical well-being of students.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)

The Board encourages business partnerships and shall communicate with business partners about district needs and priorities.

(cf. 9000 - Role of the Board)

Businesses and industry and/or their representatives may support district schools and programs by:

1. Volunteering in the classroom or school, providing special instructional programs or assemblies, and serving as tutors or mentors for individual students

(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)

2. Donating funds, products, instructional materials, or services that serve an educational purpose

(cf. 1260 - Educational Foundation)
(cf. 3290 - Gifts, Grants and Bequests)
(cf. 6161.1- Selection and Evaluation of Instructional Materials)
(cf. 9270 - Conflict of Interest)

3. Purchasing advertisements in school-sponsored publications or on school property in accordance with law and Board policy

(cf. 1325 - Advertising and Promotion)
(cf. 3312 - Contracts)

4. Serving on advisory committees in order to provide business expertise or perspectives

(cf. 1220 - Citizen Advisory Committees)
(cf. 5030 - Student Wellness)

5. Working with district staff to ensure the relevance and rigor of the district's career technical education program and providing work opportunities for students enrolled in these programs

(cf. 5113.2 - Work Permits)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work Experience Education)

Policy Adopted: November 7, 2007



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6. Engaging in other activities approved by the Superintendent or designee that are designed to increase student learning or support school operations

The Board urges employers to further support the schools by recognizing their employees' needs as parents/guardians, accommodating their needs for child care, and supporting their involvement with their children's schools.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

The Superintendent or designee may publicly acknowledge the support of a business partner in district communications and/or by allowing the use of the business name or logo on donated products or materials, but shall not unduly promote or endorse any commercial activity or products. He/she also may recommend Board commendation to those individuals and/or businesses that have made extraordinary contributions to the district.

(cf. 1150 - Commendation and Awards)

Legal Reference:

EDUCATION CODE

8070 Career technical education advisory committee

35160 Authority of governing boards

35160.1 Broad authority of school districts

41030-41037 Gifts and bequests

51760-51769.5 Work experience education

52300-52499.66 Career technical education

UNITED STATES CODE, TITLE 20

2301-2414 Carl D. Perkins Career and Technical Education Act of 2006, especially:

2354 Local plan for career technical education, business involvement

Management Resources:

CSBA PUBLICATIONS

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

Maximizing School Board Governance: Community Leadership, 1996

COUNCIL FOR CORPORATE AND SCHOOL PARTNERSHIPS PUBLICATIONS

A How-To Guide for School-Business Partnerships

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS

Building Business Support for School Health Programs, 1999

WEB SITES

CSBA: <http://www.csba.org>

California Consortium of Education Foundations: <http://www.cceflink.org>

California Department of Education, Parents/Family and Community: <http://www.cde.ca.gov/ls/pf>

Council for Corporate and School Partnerships: <http://www.corpschoolpartners.org>

National Association of State Boards of Education: <http://www.nasbe.org>



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CELLULAR PHONE and PERSONAL DIGITAL ASSISTANTS (PDA) USAGE

The Governing Board understands that cellular phones and other mobile communications devices are an efficient and important method of conducting district business and can help to ensure the safety and security of staff, students, and others, as well as helping to protect district property.

The Superintendent or designee shall determine, in accordance with administrative regulation, whether an employee needs a cellular phone and/or other mobile communications device in order to perform his/her job responsibilities.

Legal Reference:

EDUCATION CODE

35213 Reimbursement for loss or damage of personal property

44032 Travel expense payment

48901.5 Electronic signaling devices

VEHICLE CODE

23123 Wireless telephones in vehicles

23125 Wireless telephones in school buses

CODE OF FEDERAL REGULATIONS, TITLE 26

1.132-5 Working conditions fringe benefit

Management Resources:

WEB SITES

Internal Revenue Service: <http://www.irs.gov/govt/fslg/article/0,,id=167154,00.html>

Policy Adopted:



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Tobacco-Free Schools

The Governing Board recognizes the health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff.

(cf. 4159/4259/4359 - Employee Assistance Programs)
(cf. 5131.62 - Tobacco)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles. (Health and Safety Code 104420; Labor Code 6404.5; 20 USC 6083)

This prohibition applies to all employees, students and visitors at any instructional program, activity or athletic event.

Smoking or use of any tobacco-related products and disposal of any tobacco-related waste are prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. (Health and Safety Code 104495)

Legal Reference:

EDUCATION CODE

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students

HEALTH AND SAFETY CODE

39002 Control of air pollution from nonvehicular sources

104350-104495 Tobacco use prevention, especially:

104495 Prohibition of smoking and tobacco waste on playgrounds

LABOR CODE

6404.5 Occupational safety and health: use of tobacco products

UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's services

7111-7117 Safe and Drug Free Schools and Communities Act

PERB RULINGS

Eureka Teachers Assn v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)

CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District (1989) PERB Order #750 (13 PERC 20147)

Management Resources:

WEB SITES

CDE: <http://www.cde.ca.gov>

California Department of Health Services: <http://www.dhs.ca.gov>

Occupational Safety and Health Standards Board: <http://www.dir.ca.gov/OSHSB/oshsb.html>

Environmental Protection Agency: <http://www.epa.gov>

Policy Adopted:



Campus Security

The Governing Board is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures which are consistent with the goals and objectives of the district's comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

(cf. 0450 - Comprehensive Safety Plan)

Surveillance Systems

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security. In consultation with the safety planning committee and relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

(cf. 5131.1 - Bus Conduct)

(cf. 5145.12 - Search and Seizure)

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous locations at affected school buildings and grounds. These signs shall inform students, staff, and visitors that surveillance may occur and shall state whether the district's system is actively monitored by school personnel. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

(cf. 4112.6/4212.6/4312.6 - Personnel Records)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

Legal Reference:

EDUCATION CODE

32020 Access gates

32211 Threatened disruption or interference with classes

32280-32288 School safety plans

Policy Adopted:



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35160 Authority of governing boards

35160.1 Broad authority of school districts

38000-38005 Security patrols

49050-49051 Searches by school employees

49060-49079 Student records

PENAL CODE

469 Unauthorized making, duplicating or possession of key to public building

626-626.10 Disruption of schools

CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

COURT DECISIONS

New Jersey v. T.L.O. (1985) 469 U.S. 325

ATTORNEY GENERAL OPINIONS

83 Ops. Cal. Atty. Gen. 257 (2000)

75 Ops. Cal. Atty. Gen. 155 (1992)

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS

The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ss/>

National Institute of Justice: <http://www.ojp.usdoj.gov/nij>

Issued: 3/07



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Disruptions

In order to help maintain an educational environment that provides for student safety, the Governing Board is committed to keeping the schools free from disruptions and to keeping unauthorized persons from entering school grounds. The Superintendent or designee shall provide for the prompt removal of any individual from school grounds who disrupts or threatens to disrupt normal school operations, threatens the health and safety of students or staff, or threatens to cause property damage in accordance with law, Board policy, or administrative regulation.

(cf. 1250 - Visitors/Outsiders)
(cf. 3515 - Campus Security)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4158/4258/4358 - Employee Security)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131.4 - Student Disturbances)

Gun Free School Zone

Possession of unauthorized firearms, weapons, or other dangerous instruments is prohibited within 1,000 feet of school grounds without the written permission of school authorities. (Penal Code 626.9, 626.10)

(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Legal Reference:

EDUCATION CODE

32210 Willful disturbance of public school or meeting, misdemeanor
32211 Threatened disruption or interference with classes; misdemeanor
35160 Authority of governing boards
44810 Willful interference with classroom conduct
44811 Disruption of classwork or extracurricular activities
51512 Prohibited use of electronic listening or recording device

PENAL CODE

243.5 Assault or battery on school property
415.5 Disturbance of peace of school
626-626.11 Schools, crimes, especially:
626.7 Failure to leave campus or facility; wrongful return; penalties; notice; exceptions
626.8 Disruptive presence at schools
626.9 Gun Free School Zone Act
627-627.10 Access to school premises
653b Loitering about schools or public places

COURT DECISIONS

Reeves v. Rocklin Unified School District, (2003) 109 Cal.App.4th 652
In Re Joseph F., (2000) 85 Cal.App.4th 975
In Re Jimi A., (1989) 209 Cal. App.3d 482
In Re Oscar R., (1984) 161 Cal. App 3d 770

ATTORNEY GENERAL OPINIONS

79 Ops.Cal.Atty.Gen. 58 (1996)

Management Resources:

CSBA PUBLICATIONS

Policy Adopted:



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911! A Manual for Schools and the Media During a Campus Crisis, 2001
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003
WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

U.S. Department of Education, Emergency Planning: <http://www.ed.gov/admins/lead/safety/emergencyplan>

Policy Adopted:



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Emergencies and Disaster Preparedness Plan

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

Legal Reference:

EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement

GOVERNMENT CODE

3100 Public employees as disaster service workers

8607 Standardized emergency management system

CODE OF REGULATIONS, TITLE 5

550 Fire drills

560 Civil defense and disaster preparedness plans

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system

Policy Adopted:



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UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

Avian Influenza, Governance and Policy Services Fact Sheet, April 2006
911! A Manual for Schools and the Media During a Campus Crisis, 2001
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Pandemic Influenza Planning Checklist, 2006

CONTRA COSTA COUNTY OFFICE OF EDUCATION

Pandemic Flu School Action Kit, June 2006

GOVERNOR'S OFFICE OF EMERGENCY SERVICES

School Emergency Response: Using SEMS at Districts and Sites, June 1998

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003

WEB SITES

CSBA: <http://www.csba.org>

American Red Cross: <http://www.redcross.org>

California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/ls/ss/cp>

California Office of Emergency Services: <http://www.oes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Contra Costa County Office of Education, Pandemic influenza resources:

http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit

Federal Emergency Management Agency: <http://www.fema.gov>

U.S. Department of Education, Emergency Planning: <http://www.ed.gov/admins/lead/safety/emergencyplan>

U.S. Department of Homeland Security: <http://www.dhs.gov>

Policy Adopted:



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Emergency Schedules

In order to provide for the safety of students and staff, the Board of Education authorizes the Superintendent or designee to close a school site, to change the regular school day schedule, or to take any necessary action when adverse weather conditions or other emergencies warrant.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 5142 - Safety)
(cf. 6112 - School Day)

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating or when the school day schedule is changed or the school is closed.

(cf. 3542 - School Bus Drivers)
(cf. 3543 - Transportation Safety and Emergencies)

In the event that students arrive at school when the school day schedule changes or the schedule changes after school has begun, the Superintendent or designee shall ensure that supervision is provided in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.1 - Fire Drills and Fires)
(cf. 3516.2 - Bomb Threats)
(cf. 3516.3 - Earthquake Emergency Procedure System)

The Superintendent or designee may provide a means to compensate for lost instructional time later during the year. Students and parents/guardians shall receive timely advanced notice of any resulting changes in the school calendar or school day schedule.

(cf. 6111 - School Calendar)

Legal Reference:

EDUCATION CODE

41422 Schools not maintained for 175 days
46010 Total days of attendance
46100-46192 Attendance; maximum credit; minimum day
46390 Calculation of ADA in emergency
46392 Decreased attendance in emergency situation

VEHICLE CODE

34501.6 School buses; reduced visibility



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Risk Management/Insurance

The Governing Board strongly supports a risk management program that protects district resources and promotes the safety of students, staff and the public.

The Superintendent or designee shall establish a risk management program that uses effective safety and loss control practices. The district shall strive to keep its liability at a minimum and its insurance premiums as low as possible while maintaining adequate protection. To determine the most economical means of insuring the district consistent with required services, the Superintendent or designee shall annually review the district's options for obtaining coverage, including qualified insurance agents, a joint powers agency, self-insurance or a combination of these means.

The Board reserves the right to remove an insurance agent-of-record or a participating agent whenever, in the judgment of the Board, such action becomes desirable for the best interests of the district.

To attempt to minimize the district's exposure to liability, the Board shall adopt clear policies related to discrimination, harassment, safety procedures, and the timely handling of claims. The Superintendent or designee shall ensure that these policies and related procedures are enforced fairly and consistently.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 3320 - Claims and Actions Against the District)
- (cf. 4030 - Nondiscrimination in Employment)
- (cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
- (cf. 4132/4232/4332 - Publication or Creation of Materials)
- (cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)
- (cf. 4158/4258/4358 - Employee Security)
- (cf. 5141.4 - Child Abuse Prevention and Reporting)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)
- (cf. 6162.6 - Use of Copyrighted Materials)
- (cf. 9260 - Legal Protection)

Legal Reference:

EDUCATION CODE

- 17029.5 Contract funding; board liability
- 17565-17592 Board duties re property maintenance and control
- 32350 Liability on equipment loaned to district
- 35162 Power to sue, be sued, hold and convey property
- 35200-35214 Liabilities, especially:
- 35208 Liability insurance
- 35211 Driver training civil liability insurance
- 35213 Reimbursement for loss, destruction or damage of personal property
- 35214 Liability self-insurance
- 35331 Medical or hospital service for students on field trip
- 39837 Transportation of pupils to places of summer employment
- 41021 Requirement for employees' indemnity bonds
- 44873 Qualifications for physician (liability coverage)
- 49470-49474 District medical services and insurance

GOVERNMENT CODE

- 820.9 Board members not vicariously liable for injuries caused by district
- 989-991.2 Local public entity insurance

LABOR CODE

- 3200-4855 Workers' compensation

Policy Adopted:



Food Service/Child Nutrition Program

The Governing Board recognizes that students need adequate, nourishing food in order to grow, learn, and maintain good health. Foods and beverages available through the district's food service program shall:

1. Be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

2. Meet or exceed nutritional standards specified in law and administrative regulation

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6300 - Preschool/Early Childhood Education)

3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits

(cf. 6142.8 - Comprehensive Health Education)

4. Be served in age-appropriate portions

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3553 - Free and Reduced Price Meals)

The district's food service program shall give priority to serving fresh fruits and vegetables that are not deep fried.

The Superintendent or designee shall encourage the participation of students and parents/guardians in the selection of foods of good nutritional quality for school menus.

The Board desires to provide students with adequate time and space to eat meals. To the extent possible, school, recess, and transportation schedules shall be designed to encourage participation in school meal programs.

The Superintendent or designee shall periodically review the adequacy of school facilities for cafeteria eating and food preparation.

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 7110 - Facilities Master Plan)

In accordance with law, the Superintendent or designee shall develop and maintain a food safety program in order to reduce the risk of foodborne hazards at each step of the food preparation process, from receiving to service.

The Superintendent or designee shall annually report to the Board regarding the district's compliance with state and federal nutritional standards for foods and beverages.

Policy Adopted:



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(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

35182.5 Contracts, non-nutritious beverages
38080-38103 Cafeteria, establishment and use
45103.5 Contracts for management consulting services; restrictions
49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001
49490-49494 School breakfast and lunch programs
49500-49505 School meals
49510-49520 Nutrition
49530-49536 Child Nutrition Act
49540-49546 Child care food program
49547-49548.3 Comprehensive nutrition services
49550-49561 Meals for needy students
49565-49565.8 California Fresh Start pilot program
49570 National School Lunch Act

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code
CODE OF REGULATIONS, TITLE 5
15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs
15566-15568 California Fresh Start Program
UNITED STATES CODE, TITLE 42
1751-1769h School lunch programs, including:
1751 Note Local wellness policy
1771-1791 Child nutrition, especially:
1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program

Management Resources:

CSBA PUBLICATIONS

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. October 2007
Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS

06-110 Restrictions on Food and Beverage Sales Outside of the School Meal Program, August 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Healthy Children Ready to Learn, January 2005

CALIFORNIA PROJECT LEAN PUBLICATIONS

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles, June 2005

Dietary Guidelines for Americans, 2005

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Policy Adopted:



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Centers for Disease Control and Prevention: <http://www.cdc.gov>
National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>
National Association of State Boards of Education: <http://www.nasbe.org>
School Nutrition Association: <http://www.schoolnutrition.org>
U.S. Department of Agriculture, Food and Nutrition Information Center: <http://www.nal.usda.gov/fnic>

Policy Adopted:



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Food Service Operations/Cafeteria Fund

The Governing Board intends that, insofar as possible, school food services shall be a self-supporting, nonprofit program. To increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of food and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

(cf. 3311 - Bids)

(cf. 3550 - Food Service/Child Nutrition Program)

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

In addition, meals may be sold to other individuals and organizations who are on campus during meal times for a legitimate purpose, such as classroom volunteers, parents/guardians, or student siblings.

The Superintendent or designee shall recommend meal prices for students and nonstudents for approval by the Board. Students who are enrolled in the free or reduced-price meal programs shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation.

(cf. 3553 - Free and Reduced Price Meals)

Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture commodities.

Program financial reports shall be presented regularly to the Board.

(cf. 3460 - Financial Reports and Accountability)

Cafeteria Fund

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The wages, salaries, and benefits of food service employees shall be paid from the district's general fund. At any time, the Board may order reimbursement from the district's cafeteria fund for these payments in amounts prescribed by the Board and not exceeding the costs actually incurred. (Education Code 38103)

Contracts with Outside Services/Providers

With Board approval, the district may enter into a contract for management consulting services related to food service.

(cf. 3600 - Consultants)

Policy Adopted:



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With Board approval, the district may enter into a contract with a private company that enables a school to operate a franchise offering fast food items for sale to students. The franchise agreement and food purchases shall be subject to the competitive bidding requirements of the National School Lunch and School Breakfast Programs.

Legal Reference:

EDUCATION CODE

38080-38085 Cafeteria, establishment and use
38090-38095 Cafeterias, funds and accounts
38100-38103 Cafeterias, allocation of charges
42646 Alternate payroll procedure
45103.5 Contracts for management consulting services; restrictions
49490-49493 School breakfast and lunch programs
49500-49505 School meals

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

UNITED STATES CODE, TITLE 42

1751-1769h School lunch programs

1771-1791 Child nutrition, including:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT ADVISORIES

0701.00 Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, No. 00-111

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

WEB SITES

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California School Nutrition Association: <http://www.calsna.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

Policy Adopted:



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Free And Reduced Price Meals

The Governing Board recognizes that adequate nutrition is essential to the development, health, and learning of all students and that some families may be unable to provide breakfast and lunch for their child(ren). The Superintendent or designee shall facilitate and encourage the participation of students from low-income families in the district's food service program.

The district shall provide at least one nutritionally adequate meal each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria. (Education Code 49550, 49552)

(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 6177 - Summer School)
(cf. 6300 - Preschool/Early Childhood Education)

The Superintendent or designee shall ensure that meals provided through the free and reduced-price meal program meet applicable state and/or federal nutritional standards in accordance with law, Board policy, and administrative regulation.

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 5030 - Student Wellness)

The Board shall approve, and shall submit to the California Department of Education for approval, a plan that ensures that students eligible to receive free or reduced-price meals and milk are not treated differently from other students. (Education Code 49557)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)

Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meal program shall be confidential except as provided by law. (Education Code 49558)

The Board authorizes designated employees to use individual records pertaining to student eligibility for any free and reduced-price meal program for the purposes of: (Education Code 49558)

1. Disaggregation of academic achievement data
2. In any school identified for program improvement under Title I of the No Child Left Behind Act, identification of students eligible for school choice and supplemental educational services

(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 5125 - Student Records)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6171 - Title I Programs)

Policy Adopted:



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The Board further authorizes the release of information on the school lunch program application to the local agency that determines Medi-Cal program eligibility, provided that the student is approved for free meals and the parent/guardian consents to the sharing of information as provided by Education Code 49557.2.

(cf. 5141.6 - Student Health and Social Services)

Legal Reference:

EDUCATION CODE

48980 Notice at beginning of term

49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act of 1974

49547-49548.3 Comprehensive nutrition service

49550-49561 Meals for needy students

CODE OF REGULATIONS, TITLE 5

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 20

1232g Federal Educational Rights and Privacy Act

6301-6514 Title I programs

UNITED STATES CODE, TITLE 42

1751-1769h School lunch program

1771-1791 Child nutrition, especially:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.10-220.21 National School Breakfast Program

245.1-245.13 Determination of eligibility for free and reduced-price meals and free milk

Management Resources:

CSBA PUBLICATIONS

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, October 2007

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS

06-103 Conditions for Summer School Meal Waivers and Saturday School Meal Criteria, January 2006

04-103 Implementation of Final Rule on Verification of Applications for Free and Reduced-Price Meals, August 2004

98-101 Confidentiality of Free and Reduced-Price Eligibility Information, February 1998

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Feed More Kids, Improve Program Participation

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Provision 2 Guidance: National School Lunch and School Breakfast Programs, Summer 2002

Eligibility Guidance for School Meals Manual, August 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

Policy Adopted:



Other Food Sales

The Governing Board believes that sales of foods and beverages at school during the school day should be aligned with the district's goals to promote student wellness. Any food sales conducted outside the district's food service program shall meet nutritional standards specified in law, Board policy, and administrative regulation and shall not reduce student participation in the district's food service program and do not impair student participation in the district's nutrition services program. Sanitation and safety procedures shall comply with the requirements of the California Uniform Retail Food Facilities law as set forth in Health Code 113700-114455.

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5030 - Student Wellness)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)

The Board authorizes the Superintendent or designee to approve the sale of foods and beverages outside the district's food service program, including sales by student or school-connected organizations, sales through vending machines, and/or sales at secondary school student stores for fundraising purposes. Other conditions regarding the number of items sold and preparation of the food must also be satisfied; see the accompanying Administrative Regulation. In addition, Ed Code 48931 and 51520 provide that the Board must approve the sale of food to students during school hours by the PTA and other groups not under direct control of school authorities. The Board authorizes the school food authority to approve the sale of food items by:

1. Student organizations in accordance with 5 CCR 15500 and 15501.
2. Nonprofit groups not under the direct control of school authorities pursuant of Ed Code 51520.
3. All other school-related groups.

A minimum of 50% of the items sold by any organization on school grounds shall be from the foods listed in Ed. Code 38085.

No foods of minimal nutritional value shall be sold in food service areas during breakfast and lunch periods (7 CFR 210.11, 220.12)

(cf. 1230 - School-Connected Organizations)
(cf. 1321 - Solicitations of Funds from and by Students)

When vending machines are sponsored by the district or a student or adult organization, the Superintendent or designee shall determine how and where vending machines may be placed at school sites, district offices, or other school facilities.

(cf. 3312 - Contracts)

Legal Reference:

EDUCATION CODE

35182.5 Contracts, non-nutritious beverages
48931 Authorization and sale of food
49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001
51520 School premises; prohibited solicitations

Policy Adopted:



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CODE OF REGULATIONS, TITLE 5

15500 Food sales in elementary schools

15501 Sales in high schools and junior high schools

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

UNITED STATES CODE, TITLE 42

1751-1769h National School Lunch Act, including:

1751 Note Local wellness policy

1771-1791 Child nutrition, School Breakfast Program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

Management Resources:

CSBA PUBLICATIONS

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. October 2007

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS

06-110 Restrictions on Food and Beverage Sales Outside of the School Meal Program, August 2006

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Associated Student Body Accounting Manual and Desk Reference, 2002

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS

Fit, Healthy and Ready to Learn, 2000

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

National Association of State Boards of Education (NASBE): <http://www.nasbe.org>

U.S. Dept. of Agriculture, Food and Nutrition Information Center: <http://www.nal.usda.gov/fnic>

Policy Adopted:



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Board Policy:

#4112.8, 4212.8,
4312.8

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Employment of Relatives

The Governing Board desires to maximize staff and community confidence in district hiring, promotion, and other employment decisions by promoting practices that are free of conflicts of interest or the appearance of impropriety.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 9270 - Conflict of Interest)

The Board prohibits the appointment of any person to a position for which his/her relative maintains management, supervisory, evaluation, or promotion responsibilities and prohibits an employee from participating in any decision that singularly applies to any of his/her relatives.

(cf. 4111/4211/4311 - Recruitment and Selection)

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

For purposes of this policy, relative includes the individual's spouse, domestic partner, parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse or domestic partner.

In addition, the Superintendent or designee may determine, on a case-by-case basis, whether to appoint a person to a position in the same department or facility as an employee with whom he/she maintains a personal relationship when that relationship has the potential to create (1) an adverse impact on supervision, safety, security, or morale of other district employees or (2) a conflict of interest for the individuals involved which is greater because of their relationship than it would be for another person.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

An employee shall notify his/her supervisor within 30 days of any change in his/her circumstances that may constitute a violation of this policy.

Legal Reference:

EDUCATION CODE

35107 School district employees

FAMILY CODE

297-297.5 Rights, protections, benefits under the law; registered domestic partners

GOVERNMENT CODE

1090-1098 Prohibitions applicable to specified officers

12940 Unlawful employment practices

CODE OF REGULATIONS, TITLE 2

7292.0-7292.6 Marital status discrimination, especially:

7292.5 Employee selection

Management Resources:

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Institute for Local Government: <http://www.cacities.org/index.jsp?zone=ilsg>



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Board Policy: #4144, 4244, 4344

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Complaints

The Governing Board recognizes the need to establish a process to allow employees and job applicants to have their concerns heard in an expeditious and unbiased manner. The Board expects that employees will make every effort to resolve complaints and disagreements informally before filing a formal complaint.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3320 - Claims and Actions Against the District)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

The Board prohibits retaliation against complainants. The Superintendent or designee may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint.

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

All matters related to a complaint shall be kept confidential and any document, communication, or record regarding the complaint shall be placed in a separate file and shall not be placed in an employee's personnel file.

(cf. 4112.6/4212.6/4312.6 - Personnel Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

35186 Williams uniform complaint procedures

44110-44114 Reporting by school employees of improper governmental activity

GOVERNMENT CODE

3543 Public school employees' rights

3543.1 Rights of employee organizations

53296-53299 Disclosure of confidential information; whistleblower

54957 Closed session; personnel matters

LABOR CODE

1102.5-1106 Whistleblower protections

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in district programs and activities

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>



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OPEN CAMPUS

In order to give students an opportunity to demonstrate responsibility and positive citizenship, the Board of Education establishes an open campus at all district high schools for grades 10-12. High schools may implement closed campus for all 9th grade students with the approval of the board of education.

The privilege of open campus may be revoked from individual students for disciplinary and/or academic reasons.

(cf. 5144 - Discipline)

Students shall not leave the school grounds at any other time during the school day without written permission of their parents/guardians and school authorities. Students who leave school or who fail to return following lunch without authorization shall be classified truant and subject to disciplinary action.

(cf. 5113 - Absences and Excuses)

Legal Reference:

EDUCATION CODE

35160 Authority of the Board

35160.1 Broad authority of school district

44808.5 Permission for pupils to leave school grounds; notice



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Work Permits

The Governing Board recognizes that part-time employment can provide students with income as well as job experience that can help them develop appropriate workplace skills and attitudes. Upon obtaining an offer of employment, district students who are minors shall obtain work permits from the Superintendent or designee in accordance with law, regardless of whether the employment will occur when school is in session and/or not in session.

(cf. 6178 - Career Technical Education)

In determining whether to grant or continue a work permit, the Superintendent or designee shall consider whether employment is likely to significantly interfere with the student's schoolwork. Students granted work permits must demonstrate and maintain a 2.0 grade-point average and satisfactory school attendance. On a case-by-case basis, the Superintendent or designee may approve a maximum work hour limit that is lower than the limit specified in law and administrative regulation.

(cf. 5121 - Grades/Evaluation of Student Achievement)

Students with work permits may be exempted from attendance in a full-time day school provided they attend part-time classes. (Education Code 48230)

(cf. 5112.1 - Exemptions from Attendance)

Work permits shall be limited to part-time employment as defined by law, except when the Superintendent or designee determines that circumstances warrant the granting of a permit for full-time employment.

Any student authorized to work full time when school is in session shall be enrolled in part-time continuation classes. A student age 14 or 15 who receives a permit to work full time shall also be enrolled in a work experience education program. (Education Code 49130, 49131, 49135)

(cf. 6178.1 - Work Experience Education)

(cf. 6184 - Continuation Education)

Legal Reference:

EDUCATION CODE

48230 Exemption from full-time school attendance for students with work permits

48231 Exemption from compulsory attendance for students entering attendance area near end of term

49100-49101 Compulsory attendance

49110-49119 Permits to work

49130-49135 Permits to work full time

49140-49141 Exceptions

49160-49165 Employment of minors; duties of employers

49180-49183 Violations

51760-51769.5 Work experience education

52300-52499.66 Career technical education

LABOR CODE

1285-1312 Employment of minors

1391-1394 Working hours for minors

CODE OF REGULATIONS, TITLE 5

16023-16027 District records, retention and destruction

Policy Adopted:



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CODE OF REGULATIONS, TITLE 8

11701-11707 Prohibited and dangerous occupations for minors

11750-11763 Work permits and conditions, minor employed in entertainment industry

CODE OF FEDERAL REGULATIONS, TITLE 29

570.1-570.129 Child labor regulations

ATTORNEY GENERAL OPINIONS

18 Ops. Cal. Atty. Gen. 114 (1951)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Work Permit Handbook for California Schools: Laws and Regulations Governing the Employment of Minors, 2007

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Child Labor Laws, 2000

WEB SITES

California Department of Education, Work Experience Education: <http://www.cde.ca.gov/ci/ct/we>

California Department of Education, Office of Regional Occupational Centers and Programs and Workforce

Development: <http://www.cde.ca.gov/ci/ct/wd>

California Department of Industrial Relations: <http://www.dir.ca.gov>

Policy Adopted:



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Awards For Achievement

The Governing Board encourages excellence as a goal for all students and wishes to publicly recognize students for unique or exemplary achievements in academic, extracurricular or community service activities. The purpose of such awards shall be consistent with school goals.

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5127 - Graduation Ceremonies and Activities)

Student awards may include verbal recognition, a letter, a certificate, a Board resolution, public ceremony, trophy, gift, plaque or cash gift.

The Superintendent or designee shall develop procedures for the appropriate selection of student award recipients.

Legal Reference:

EDUCATION CODE
35160 Authority of governing boards
44015 Awards to employees and students
CODE OF REGULATIONS, TITLE 5
Management Resources:
WEB SITES
CSBA: <http://www.csba.org>

Policy Adopted:



CONDUCT

The Board of Education believes that all students have the right to be educated in a positive learning environment free from disruptions. On school grounds, at school activities, while going to or coming from school, and while on district transportation, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards their teachers, other staff, students and volunteers.

(cf. 5131.1 - Bus Conduct)

(cf. 5137 - Positive School Climate)

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations.

Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes but is not limited to:

1. Behavior that endangers staff and/or students

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5136 - Gangs)

(cf. 5142 - Safety)

2. Behavior that disrupts the orderly classroom or school environment

(cf. 5131.4 - Campus Disturbances)

3. Harassment of students or staff, including bullying, intimidation, cyber-bullying, hazing, or initiation activity or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

4. Damage to or theft of property belonging to the district, staff or students

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

5. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27)

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

6. Profane, vulgar or abusive language



(cf. 5145.2 - Freedom of Speech/Expression)

7. Plagiarism or dishonesty in school work or on tests

(cf. 5131.9 - Academic Honesty)
(cf. 6162.54 - Test Integrity/Test Preparation)
(cf. 6162.6 - Use of Copyrighted Materials)
(cf. 6163.4 - Student Use of Technology)

8. Inappropriate dress

(cf. 5132 - Dress and Grooming)

9. Tardiness and unexcused absence from school

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Truancy)

10. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

Possession of Cellular Phones and Other Personal Electronic Signaling Devices

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Students may possess on school campus personal electronic signaling devices, including but not limited to pagers, beepers and cellular/digital telephones.

Permitted devices shall:

1. Be turned off during class time and at any other time directed by a district employee
2. Not disrupt the educational program or school activity
3. Not be used for illegal or unethical activities

If a disruption occurs, the employee shall direct the student to turn off the device and/or confiscate it. If a school employee finds it necessary to confiscate a device, he/she may either return it at the end of the class period or school day or keep it until the principal or designee has consulted with the student's parent/guardian.

A student who violates this policy may be prohibited from possessing a personal electronic signaling device at school or school-related events and may be subject to discipline in accordance with Board policy.

Enforcement of Standards

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.



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Students who violate district or school rules and regulations may be subject to discipline, including but not limited to suspension, expulsion or transfer to alternative programs in accordance with Board policy and administrative regulation and contact with local law enforcement as appropriate. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and the offender or make appropriate referrals for such assistance.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6020 - Parent Involvement)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6182 - Opportunity School/Class/Program)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

Legal Reference:

EDUCATION CODE

32050 Hazing

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension or expulsion, especially:

48908 Duties of students

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

417.25-417.27 Laser scope

CODE OF REGULATIONS, TITLE 5

300-307 Duties of pupils

UNITED STATES CODE, TITLE 42

2000h-2000h6 Title IX, 1972 Education Act Amendments

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Board of Education Strategies to Combat School Violence, 1999

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998

WEB SITES

California Department of Education, Safe Schools and Violence Prevention Office:

<http://www.cde.ca.gov/spbranch/safety>

CSBA: <http://www.csba.org>



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POSITIVE SCHOOL CLIMATE

The Board of Education desires to enhance student learning by providing an orderly, caring and nondiscriminatory learning environment in which all students can feel safe and take pride in their school and their achievements.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5132 - Dress and Grooming)
(cf. 5144 - Discipline)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

The Board encourages staff to teach students the meaning of equality, human dignity, mutual respect, fairness, honesty and citizenship, and to employ strategies that foster positive interactions in the classroom among students from diverse backgrounds.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6141.6 - Multicultural Education)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Legal Reference:

EDUCATION CODE

233.5 Duty concerning instruction of students
32230-32239 School violence reduction program
35160 Authority of governing boards
35160.1 Broad authority of school districts



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Food Allergies/Special Dietary Needs

The Governing Board desires to prevent exposure of students to foods to which they are allergic and to provide for prompt and appropriate treatment in the event that a severe allergic reaction occurs at school.

Parents/guardians shall be responsible for notifying the Superintendent or designee, in writing, regarding any food allergies or other special dietary needs of their child in accordance with administrative regulation. This information must be shared with SFA and noted in the district's point of sale system.

(cf. 5125 - Student Records)

Students with serious dietary needs that qualify as a disability under Section 504 of the federal Rehabilitation Act or the Individuals with Disabilities Education Act shall be provided reasonable accommodation or services, as appropriate, in accordance with his/her accommodation plan or individualized education program.

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

Students shall not be excluded from school activities based solely on their food allergy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Legal Reference:

EDUCATION CODE

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

49423 Administration of prescribed medication for student

CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students

15562 Reimbursement for meals, substitutions

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

701-795a Rehabilitation Act, including:

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

1751-1769h National School Lunch Program

1771-1791 Child nutrition, especially:

1773 School Breakfast Program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

225.16 Meal programs, individual substitutions

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Training Standards for the Administration of Epinephrine Auto-Injectors, December 2004

FOOD ALLERGY AND ANAPHYLAXIS NETWORK (FAAN) PUBLICATIONS

School Guidelines for Managing Students with Food Allergies

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Policy Adopted:



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Accommodating Children with Special Dietary Needs in the School Nutrition Programs: Guidance for School Food Service Staff, Fall 2001

WEB SITES

American Dietetic Association: <http://www.eatright.org>

American School Food Service Association: <http://www.asfsa.org>

California Department of Education, Health Services and School Nursing: <http://www.cde.ca.gov/ls/he/hn>

Food Allergy and Anaphylaxis Network: <http://www.foodallergy.org>

International Food Information Council: <http://ific.org>

National School Boards Association, School Health Programs: <http://www.nsba.org>

U.S. Department of Agriculture: <http://www.fns.usda.gov>



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(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

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(cf. 0410 - Nondiscrimination in District Programs and Activities)

Legal Reference:

EDUCATION CODE
49407 Liability for treatment
49408 Emergency information
49414 Emergency epinephrine auto-injectors
49423 Administration of prescribed medication for student
CODE OF REGULATIONS, TITLE 5
600-611 Administering medication to students
15562 Reimbursement for meals, substitutions
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act of 1974
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
701-795a Rehabilitation Act, including:
794 Rehabilitation Act of 1973, Section 504
UNITED STATES CODE, TITLE 42
1751-1769h National School Lunch Program
1771-1791 Child nutrition, especially:
1773 School Breakfast Program
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program
225.16 Meal programs, individual substitutions
Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Training Standards for the Administration of Epinephrine Auto-Injectors, December 2004
FOOD ALLERGY AND ANAPHYLAXIS NETWORK (FAAN) PUBLICATIONS
School Guidelines for Managing Students with Food Allergies
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Policy Adopted:



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Accommodating Children with Special Dietary Needs in the School Nutrition Programs: Guidance for School Food Service Staff, Fall 2001

WEB SITES

American Dietetic Association: <http://www.eatright.org>

American School Food Service Association: <http://www.asfsa.org>

California Department of Education, Health Services and School Nursing: <http://www.cde.ca.gov/ls/he/hn>

Food Allergy and Anaphylaxis Network: <http://www.foodallergy.org>

International Food Information Council: <http://ific.org>

National School Boards Association, School Health Programs: <http://www.nsba.org>

U.S. Department of Agriculture: <http://www.fns.usda.gov>

Policy Adopted:



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Suicide Prevention

The Governing Board recognizes that suicide is a major cause of death among youth and that all suicide threats must be taken seriously.

Staff shall promptly report suicidal threats or statements to the principal or designee or counselor, who shall promptly report the threats or statements to the student's parents/guardians. These statements shall otherwise be kept confidential.

(cf. 5141 - Health Care and Emergencies)

The Board endorses the use of peer counselors who can provide an effective support system for students who may be uncomfortable communicating with adults. Peer counselors shall first complete a suicide prevention curriculum and demonstrate that they are able to identify the warning signs of suicidal behavior and rapidly refer a suicidal student to appropriate adults.

Legal Reference:

EDUCATION CODE

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

Management Resources:

CDE PUBLICATIONS

Suicide Prevention Program for California Schools, 1987

Health Framework for California Public Schools, 1994

Policy Adopted:



SUN SAFETY

The Governing Board recognizes that overexposure to ultraviolet (UV) radiation from the sun and artificial sources such as sunlamps and tanning beds is linked to the development of skin cancer, eye damage, premature aging, and a weakened immune system and that children are particularly vulnerable to the effects of overexposure. The Board desires to support the prevention of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

Students shall be encouraged to take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees.

(cf. 6142.7 - Physical Education)
(cf. 6153 - School-Sponsored Trips)

To encourage and assist students to avoid overexposure to the sun when they are outdoors:

1. Students shall be allowed to wear school appropriate sun-protective clothing, including, but not limited to, hats. (Education Code 35183.5)

(cf. 5132 - Dress and Grooming)

2. Students shall be allowed to wear UV-protective sunglasses outdoors.
3. Students shall be allowed to use sunscreen during the school day without a physician's note or prescription. (Education Code 35183.5)

Those students using sunscreen may apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.

4. Students shall be allowed to use UV-protective lip balm.

The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level.

Staff may be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing.

The Superintendent or designee shall inform school staff and parents/guardians of the district's sun safety measures and shall encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. The Superintendent or designee also may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

Legal Reference:

EDUCATION CODE

35183.5 Sun protection

51210 Courses of study, grades 1-6

51220 Courses of study, grades 7-12

51890-51891 Comprehensive health education programs

Policy Adopted:



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Board Policy:

Section: 5000

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Management Resources:

CSBA GOVERNANCE AND POLICY SERVICES BRIEFS
Sun Safety in Schools, July 2006
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003
CALIFORNIA DEPARTMENT OF HEALTH SERVICES PUBLICATIONS
School Systems: The Importance of Promoting and Providing Sun Protection, 2006
California Early Childhood Sun Protection Curriculum, rev. April 1999
CALIFORNIA STATE PTA RESOLUTIONS
Sun Safety: Skin Cancer Prevention Measures at School, May 1, 2005
CENTERS FOR DISEASE CONTROL PUBLICATIONS
Guidelines for School Programs to Prevent Skin Cancer, April 26, 2002
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION
Fit, Healthy and Ready to Learn: Part II: Policies to Promote Sun Safety and Prevent Skin Cancer, 2002
WORLD HEALTH ORGANIZATION PUBLICATIONS
Sun Protection and Schools: How to Make a Difference, 2003
Sun Protection: A Primary Teaching Resource, 2003

WEB SITES

American Association for Health Education: <http://www.aahperd.org/aahe>
American Cancer Society: <http://www.cancer.org>
American School Health Association: <http://www.ashaweb.org>
California Department of Education, Health Services: <http://www.cde.ca.gov/ls/he>
California Department of Health Services, Skin Cancer Prevention Program: <http://www.dhs.ca.gov/ps/cdic/cpns/skin>
California State PTA: <http://www.capta.org>
Centers for Disease Control and Prevention: <http://www.cdc.gov>
National Association of State Boards of Education: <http://www.nasbe.org>
National Council on Skin Cancer Prevention: <http://www.skincancerprevention.org>
National Safety Council, Environmental Health Center: <http://www.nsc.org/ehc/sunSAFE.htm>
Sun Safety for Kids: <http://www.sunsafetyforkids.org>
U.S. Consumer Product Safety Commission: <http://www.cpsc.gov>
U.S. Environmental Protection Agency, Sunwise Program: <http://www.epa.gov/sunwise>
UV Index: <http://www.epa.gov/sunwise/uvindex.html>
World Health Organization: <http://www.who.int>

Policy Adopted:



Insurance

The Governing Board believes that all students should have health and accident insurance protection to ensure that they receive needed health care services in the event of illness or injury.

The Superintendent or designee shall provide information to students and their parents/guardians about available insurance against injuries occurring during school-related activities, which may include printed matter furnished by the insurer or membership corporation. Parents/guardians shall not be required to enroll their children in insurance programs offered by the district.

- (cf. 3530 - Risk Management/Insurance)
- (cf. 3540 - Transportation)
- (cf. 3543 - Transportation Safety and Emergencies)
- (cf. 5141 - Health Care and Emergencies)
- (cf. 5141.6 - Student Health and Social Services)
- (cf. 6142.7 - Physical Education)
- (cf. 6178 - Career Technical Education)
- (cf. 6178.1 - Work Experience Education)

Athletic Teams

Each student participating on a school athletic team shall have insurance protection in the amounts specified in law and administrative regulation for medical and hospital expenses resulting from accidental bodily injury. (Education Code 32221)

- (cf. 6145 - Extracurricular and Cocurricular Activities)
- (cf. 6145.2 - Athletic Competition)

If a student does not have insurance protection or a reasonable equivalent of health benefits through other means, including, but not limited to, purchase by the student or his/her parent/guardian, the district shall offer a medical or hospital service or insurance program. (Education Code 32221)

The cost of the insurance protection shall be paid by the parent/guardian of an athletic team member or other persons on the student's behalf.

However, if the parent/guardian is financially unable to pay the costs, the costs shall be paid by the district and/or student body organization. (Education Code 32221)

- (cf. 3260 - Fees and Charges)
- (cf. 3452 - Student Activity Funds)

Field Trips/Excursions

The district shall offer medical and/or hospital service or insurance protection for students injured while participating in any excursion or field trip under the jurisdiction of, sponsored by, or controlled by the district. (Education Code 35331)

- (cf. 3541.1 - Transportation for School-Related Trips)
- (cf. 6153 - School-Sponsored Trips)

Policy Adopted:



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Parents/guardians choosing to participate in the insurance program offered by the district shall pay the costs of the medical or hospital service or insurance protection.

Legal Reference:

EDUCATION CODE

10900-10914.5 Community recreation activities

32220-32224 Insurance for athletic teams

33353.5 Interscholastic federation; insurance program; nontransaction of insurance

35331 Insurance for field trips and excursions

48980 Parental notifications

48985 Notices to parents in language other than English

49470-49474 District medical services and insurance

51760 Insurance, work experience programs

52530 Insurance for healing arts program students

INSURANCE CODE

10493 Benefit and relief association

CODE OF REGULATIONS, TITLE 22

51050-51190.5 Definitions of Medi-Cal providers and services

Management Resources:

WEB SITES

CSBA, Medi-Cal Services Program: http://www.csba.org/ds/medi_cal.htm

California Department of Health Services, Medical Care Services: <http://www.dhs.ca.gov/mcs>

California Department of Insurance: <http://www.insurance.ca.gov>

Centers for Medicare and Medicaid Services: <http://www.cms.hhs.gov>

Healthy Families Program: <http://www.healthyfamilies.ca.gov>

Medi-Cal: <http://www.medi-cal.ca.gov>

Policy Adopted:



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Dropout Prevention

The Governing Board recognizes that regular school attendance is critical to student learning and achievement. The Board desires to provide a learning environment that engages students, helps them become self-motivated, encourages regular attendance, and enables them to meet district standards and to graduate.

(cf. 5113 - Absences and Excuses)

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

Each school site shall utilize strategies to identify and serve students at all grade levels who are at risk of dropping out of school. Students may be identified on the basis of indicators such as frequent absenteeism, truancy, or tardiness; below-grade-level achievement; or personal, social, health, or economic concerns that may make a student more likely to drop out of school.

(cf. 5113.1 - Truancy)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 5149 - At-Risk Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6178 - Career/Technical Education)

(cf. 6178.1 - Work Experience Education)

(cf. 6179 - Supplemental Instruction)

Legal Reference:

EDUCATION CODE

35160 Authority of governing board

41505-41508 Pupil Retention Block Grant

48400-48403 Compulsory continuation education

48430-48438 Continuation education

48660-48667 Community day schools

51745-51749.3 Independent study

52300-52334 Regional Occupational Centers

52890 Qualifications and duties of outreach consultants

54690-54697 Partnership academies

64000-64001 Single plan for student achievement

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

52014 Inclusion of activities in plan

52015 Components of plan

52900-52904 Alternative education and work centers for school dropouts

54660-54669 Elementary and Secondary School Dropout Prevention Act

54720-54735 School-based pupil motivation and maintenance program

58550-58562 Educational clinics

UNITED STATES CODE, TITLE 20

6301-6322 Title I programs

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Dropout Prevention Network: <http://www.edualliance.org/cdpn>

National Dropout Prevention Center: <http://www.dropoutprevention.org>

Policy Adopted:



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Student Organizations And Equal Access

The Governing Board believes that student groups or clubs reinforce the instructional program, give students experience in civics and government, and provide social and recreational activities. Student groups also serve to honor outstanding student achievement and enhance school spirit and students' sense of belonging. Prior to meeting on school grounds, all student groups shall be authorized by the principal or designee in accordance with Board policy and administrative regulation.

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 3452 - Student Activity Funds)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

The Board encourages students to pursue interests and clubs which may not directly relate to the district's curriculum and, to that end, has created a limited open forum.

All student-initiated groups shall be given equal access to meet on school premises during noninstructional time without regard to their religious, political, philosophical, or other speech content. The Board shall ensure that: (20 USC 4071, 4072)

1. The meeting shall be voluntary and student-initiated.
2. There shall be no sponsorship of the meeting by the school or staff. The term sponsorship means that school staff are promoting, leading, or participating in a meeting. The assignment of a teacher, administrator, or other school employee to a meeting for custodial purposes shall not constitute sponsorship of the meeting.
3. Employees of the school shall be present at religious meetings only in a nonparticipatory capacity.
4. The meeting shall not materially and substantially interfere with the orderly conduct of educational activities within the school.
5. Nonschool persons shall not direct, conduct, control, or regularly attend activities of student groups.

(cf. 1330 - Use of School Facilities)

(cf. 3515.2 - Disruptions)

(cf. 5145.2 - Freedom of Speech/Expression)

All student clubs or groups shall have equal access to the school media to announce meetings, including the public address system, the school newspaper, bulletin boards, and school web site. However, the principal or designee may issue a disclaimer that such activities are not school-sponsored.

All noncurriculum-related student groups shall be given equal access to meeting space, school equipment, and supplies.

No school shall deny equal access or a fair opportunity to meet, or otherwise discriminate against, any group officially affiliated with the Boy Scouts of America, or with any other youth group listed as a patriotic society in Title 36 of the United States Code, for reasons based on the membership or leadership criteria or oath of allegiance to God and country. (20 USC 7905)

Legal Reference:

EDUCATION CODE

52 Designation of secondary schools

53 Designation of high schools

Policy Adopted: 05/03/07



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200-262.3 Prohibition of discrimination on the basis of sex
38130-38138 Civic Center Act
48900 Hazing
48907 Student exercise of free expression
48930-48938 Student organizations
48950 Freedom of speech
49020-49023 Athletic programs
PENAL CODE
627-627.10 Access to school premises
CODE OF REGULATIONS, TITLE 5
2 Definitions
5531 Supervision of extracurricular activities of students
UNITED STATES CODE, TITLE 20
4071-4074 Equal Access Act
7904 School prayer
7905 Boy Scouts equal access
UNITED STATES CODE, TITLE 36
20101-240112 Patriotic organizations
COURT DECISIONS
Prince v. Jacoby, (2001) 303 F.3d 1074
Culbertson et al. v. Oakridge School District, (2002) 258 F.3d 1061
Good News Club et al. v. Milford Central School, (2001) 121 S.Ct. 2093
Ceniceros v. Board of Trustees of the San Diego Unified School District, (1997) 106 F.3d 878
Board of Education of Westside Community School District v. Mergens By and Through Mergens (1989, 8th Cir.) 867 F.2d 1076
Perumal et al v. Saddleback Valley Unified School District, (1988) 198 Cal. App. 3d 64
Student Coalition for Peace v. Lower Merion School District Board of Directors, (1985) 776 F.2d. 431
Hartzell v. Connell, (1984) 35 Cal. 3d 899
Management Resources:
WEB SITES
U.S. Department of Education: <http://www.ed.gov>



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Career Technical Education

The Governing Board desires to provide a comprehensive career technical education (CTE) program in grades 7-12. The district's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy.

(cf. 6143 - Courses of Study)
(cf. 6200 - Adult Education)

The Board shall review and approve district applications for the use of state and/or federal funds supporting CTE as required by law.

The Superintendent or designee may develop partnerships with local businesses and industries to connect classroom instruction to real-world relevance that reflects labor market needs and priorities. He/she also shall work to develop connections with employers to provide students with work-based learning opportunities.

(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 5113.2 - Work Permits)
(cf. 6178.1 - Work Experience Education)

The Superintendent or designee is encouraged to collaborate with postsecondary institutions so that the district's program is articulated with postsecondary programs in order to provide a sequential course of study.

The Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses. Teachers and administrators are encouraged to engage in professional development designed to enhance their knowledge of standards-aligned CTE and ways to integrate technical and occupational instruction with academic instruction.

(cf. 4112.2 - Certification)
(cf. 4131 - Staff Development)
(cf. 4331 - Staff Development)

The district shall provide services to support students in the CTE program, including career guidance and academic counseling. Counselors are encouraged to engage in professional development that includes, but is not limited to, information about current workforce needs and trends, requirements of the district's CTE program, work experience opportunities, and postsecondary education and employment options following high school.

(cf. 5145.6 - Parental Notifications)
(cf. 6164.2 - Guidance/Counseling Services)

Nondiscrimination

The district's program shall provide equal access to and shall not unlawfully discriminate against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; students preparing for nontraditional fields; single parents and single pregnant females; displaced homemakers; and students with limited English proficiency. (20 USC 2302, 2354, 2373)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)

Policy Adopted:



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Prior to the beginning of each school year, the Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to race, color, national origin, gender, sexual identity, or disability. (34 CFR 104.8, 106.9)

The above notification shall be disseminated in languages other than English as needed and shall state that the district will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in the district's CTE program. (20 USC 2354)

Advisory Committee

The Board shall appoint a CTE advisory committee to develop recommendations on the district's CTE program and to serve as a liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged; students; teachers; business; industry; school administration; and the field office of the California Department of Employment Development. (Education Code 8070)

(cf. 1220 - Citizen Advisory Committees)

Program Evaluation

The Superintendent or designee shall annually review program enrollment and completion rates, including enrollment and completion of programs in nontraditional fields as defined in 20 USC 2302; student academic assessment results; attainment of career and technical skill proficiencies; attainment of a high school diploma or equivalent; graduation rates; and subsequent placement in postsecondary education or advanced training, military service, or employment.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

Legal Reference:

EDUCATION CODE

8006-8156 Career technical education

17078.70-17078.72 Career technical education facilities

33430-33432 Health science and medical technology grants

41505-41508 Pupil Retention Block Grant

41540-41544 Targeted instructional improvement block grant

44260-44260.1 Designated subjects career technical education credential

44260.9 Designated subjects career technical education credential

48430 Legislative intent; continuation education schools and classes

48980 Parental notifications

51220-51229 Courses of study, grades 7-12

51760-51769.5 Work experience education

52300-52499.66 Career technical education

52519-52520 Adult education, occupational training

53080-53084 School-to-career initiatives

53086 California Career Resource Network

54690-54697 California Partnership Academies

56363 Related services for students with disabilities; specially designed career technical education

Policy Adopted:



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66205.5-66205.9 Approval of career technical education courses for admission to California colleges
88500-88551 Community college economic and workforce development program
GOVERNMENT CODE
54950-54963 Brown Act
LABOR CODE
3070-3099.5 Apprenticeships
CODE OF REGULATIONS, TITLE 5
1635 Credit for work experience education
3051.14 Specially designed career technical education for students with disabilities
10070-10075 Work experience education
10080-10092 Community classrooms
10100-10111 Cooperative vocational education
11500-11508 Regional occupational centers and programs
11535-11538 Career technical education contracts with private postsecondary schools
11610-11611 Regional adult and vocational education councils
CODE OF REGULATIONS, TITLE 8
200-240 Apprenticeships
UNITED STATES CODE, TITLE 20
2301-2414 Carl D. Perkins Career and Technical Education Act of 2006
6301-6578 Improving the Academic Achievement of the Disadvantaged
CODE OF FEDERAL REGULATIONS, TITLE 34
80.32 Equipment acquired with federal funds
100.B Appendix B Guidelines for eliminating discrimination in career technical education programs
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

CSBA PUBLICATIONS

Orientation to Apprenticeship Overview, Construction Management Task Force Fact Sheet, November 2007
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2008-2012 State Plan for Career Technical Education

Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007
California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005

Management of Vocational Education Equipment, April 2000

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS, DIVISION OF APPRENTICESHIP STANDARDS

PUBLICATIONS

Orientation to Apprenticeships: A Guide for Educators, January 2001

WEB SITES

CSBA: <http://www.csba.org>

Association for Career and Technical Education: <http://www.acteonline.org>

California Association of Regional Occupational Centers and Programs: <http://www.carocp.org>

California Career Resource Network: <http://www.californiacareers.info>

California Department of Education, Career Technical Education: <http://www.cde.ca.gov/ci/ct>

California Department of Employment Development: <http://www.edd.ca.gov>

California Department of Industrial Relations: <http://www.dir.ca.gov>

California Workforce Investment Board: <http://www.calwia.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

U.S. Department of Education, Office of Vocational and Adult Education:

<http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html>

U.S. Department of Labor, Bureau of Labor Statistics: <http://www.bls.gov>

Policy Adopted:



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WORK EXPERIENCE EDUCATION

In order to provide students with valuable instruction in the skills, attitudes and understandings necessary for successful employment, the District High Schools may offer a program of work experience education. Students enrolled in this program shall receive guidance and supervision designed to ensure maximum educational benefit from placement in suitable work experience education courses.

(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)
(cf. 5147 - Dropout Prevention)
(cf. 6030 - Integrated Academic and Vocational Education)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6178 - Vocational Education)

Work experience education shall include the part-time employment of students in jobs which are selected or approved as having educational value for the employed students and which are coordinated by school employees. (Education Code 51764)

Legal Reference:

EDUCATION CODE

46144 Minimum school day for vocational training and work experience program

46300 Method of computing ADA

48402 Enrollment in continuation education, minors not regularly employed

49110-49119 Permits to work

51760-51769.5 Work experience education

54720-54734 School-Based Pupil Motivation and Maintenance Program and Dropout Recovery Act

LABOR CODE

3070-3099 Apprenticeship

3200-6002 Workers' compensation and insurance

CODE OF REGULATIONS, TITLE 5

10070-10075 Work experience education

Management Resources:

WEB SITES

CDE: www.cde.ca.gov



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Board Bylaws:

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MEETINGS AND NOTICES

Meetings of the Board of Education are conducted for the purpose of accomplishing district business.

A Board meeting exists whenever a majority of Board members gather at the same time and place to hear, discuss or deliberate upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

In accordance with state open meeting laws, the Board shall hold its meetings in public and shall conduct closed sessions during these meetings only to discuss confidential matters specified by law. To encourage community involvement in the schools, meetings shall provide opportunities for questions and comments by members of the public and shall be conducted in accordance with law and Board-adopted bylaws.

Direct communication, personal intermediaries, and technological devices shall not be used by a majority of Board members to develop a collective concurrence as to an action that members will take on any item of district business. (Government Code 54952.2)

Meetings shall be held within district boundaries, except when otherwise allowed by law. (Government Code 54954)

Meetings shall be held in a facility that is accessible to all persons, including disabled persons, without charge. (Government Code 54961)

In order to help ensure participation in the meeting by disabled individuals, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1)

Meeting notices and agendas shall specify that an individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Each agenda shall also list the address designated by the Superintendent or designee for public inspection of agenda documents that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

Regular Meetings

The Board may hold two regular meetings each month. At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

If a fire, flood, earthquake or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the president or designee, who shall so inform, by the most rapid available means of communication, all news media who have requested notice of special meetings. (Government Code 54954)

Special Meetings

Special meetings of the Board may be called by the presiding officer or a majority of the Board members. (Government Code 54956)



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Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed; no other business shall be considered at these meetings. (Education Code 35144; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or after the item's consideration. (Government Code 54954.3)

Public notice shall be given at least 72 hours before any retreats, study sessions or training sessions held by the Board. All such meetings shall be held within district boundaries and action items shall not be included.

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. A work stoppage, crippling activity or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board
2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting under this section may endanger the public health and/or safety as determined by a majority of the members of the Board

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. (Government Code 54956.5)

In the case of a dire emergency, the Board president shall give such notice at or near the time he/she notifies the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned Meetings

A majority vote by the Board may adjourn any meeting to a later time and place that shall be specified in the order of adjournment. (Government Code 54955)

If no Board members are present at any regular or adjourned regular meeting, the secretary or the clerk may



declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

A copy of the order or notice of adjournment shall be conspicuously posted on or near the door of the place where the meeting was held within 24 hours after the time of adjournment. (Government Code 54955)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

Hearings

The Board may occasionally convene public hearings at which no Board action is to be taken. Such hearings are held solely to allow the Board and members of the public to receive information. A hearing may take place immediately prior to a Board meeting.

If a quorum of Board members is present at a hearing, notice of the hearing shall be provided according to procedures specified above for regular meetings.

Other Gatherings

Attendance by a majority of the Board members at any of the following events is not subject to state open meeting laws provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program. (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school Boards
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district or at a legislative body of another local agency



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4. A purely social or ceremonial occasion
5. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person are not subject to open meeting laws. (Government Code 54952.2)

Legal Reference:

EDUCATION CODE

- 35140 Time and place of meetings
- 35143 Annual organizational meeting, date, and notice
- 35144 Special meeting
- 35145 Public meetings
- 35145.5 Agenda; public participation; regulations
- 35146 Closed sessions
- 35147 Open meeting law exceptions and applications

GOVERNMENT CODE

- 54950-54957.9 Meetings, especially:
- 54953 Meetings to be open and public; attendance
- 54953.2 Compliance with Americans with Disabilities Act
- 54954 Time and place of regular meetings
- 54954.1 Mailed notices
- 54954.2 Agenda posting requirements, board actions
- 54954.3 Opportunity for public to speak
- 54956 Special meetings; call; notice
- 54956.5 Emergency meetings
- 54957.5 Agenda distribution
- 54961 Prohibition on use of certain facilities

UNITED STATES CODE, TITLE 42

- 12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

- 35.160 Effective communications
- 36.303 Auxiliary aids and services

ATTORNEY GENERAL OPINIONS

- 84 Ops. Cal. Atty. Gen. 181 (2001)
- 84 Ops. Cal. Atty. Gen. 30 (2001)
- 79 Ops. Cal. Atty. Gen. 69 (1996)
- 78 Ops. Cal. Atty. Gen. 327 (1995)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 1999

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, California Attorney General's Office, 2002

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.caag.state.ca.us>



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AGENDA/MEETING MATERIALS

Board of Education meeting agendas shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. The agenda shall also provide members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

Each meeting agenda shall list the address designated by the Superintendent or designee for public inspection of agenda documents that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall specify that an individual who requires disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Agenda Preparation

The Superintendent, as Secretary to the Board, in consultation with the Board president, shall prepare the agenda for each regular and special meeting. Any Board member may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting.

Any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and be submitted to the Superintendent or designee with supporting documents and information, if any, at least 10 days before the scheduled meeting date. Items submitted less than 10 days before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.

The Board president and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item, informational item or consent item.

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

Consent Items

In order to promote efficient meetings, the Board may act upon more than one item by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature or items for which no Board discussion is anticipated and for which the Superintendent recommends approval.



In accordance with law, the public has a right to comment on any consent item. At the request of any member of the Board, any item on the consent agenda shall be removed and given individual consideration for action as a regular agenda item.

Agenda Dissemination

A copy of the agenda shall be forwarded to each Board member at least three days before each regular meeting, together with the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, citizens and others; and other available documents pertinent to the meeting.

When special meetings are called, the Superintendent and president shall make every effort to distribute the agenda and supporting materials to Board members as soon as possible.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to request additional information on agenda items.

Upon request, the Superintendent or designee shall make the agenda and/or agenda packet available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

The Superintendent or designee shall mail a copy of the agenda, or a copy of all the documents constituting the agenda packet, to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

If a document is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at the time the document is distributed to a majority of the Board provided that the document is a public record under the Public Records Act and relates to an agenda item for an open session of a regular Board meeting. The Superintendent or designee may also post the document on the district's web site in a position and manner that makes it clear that the document relates to an agenda item for an upcoming meeting. (Government Code 54957.5)

(cf. 1113 - District and School Web Sites)

(cf. 1340 - Access to District Records)

Any documents prepared by the district or the Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any documents prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Legal Reference:

EDUCATION CODE
35144 Special meetings

11/16/05



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35145 Public meetings
35145.5 Right of public to place matters on agenda
GOVERNMENT CODE
53635.7 Separate item of business
54954.1 Mailed agenda of meeting
54954.2 Agenda posting requirements; board actions
54954.3 Opportunity for public to address legislative body
54954.5 Closed session item descriptions
54956.5 Emergency meetings
54957.5 Public records
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.160 Effective communications
36.303 Auxiliary aids and services

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ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies,, California Attorney General's Office, 2002

CALIFORNIA CITY ATTORNEY PUBLICATIONS

Open and Public III: A User's Guide to the Ralph M. Brown Act, 2000

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.caag.state.ca.us>